Postsecondary Indicators Report 2001

POSTSECONDARY INDICATORS REPORT •

Northwest Territories
Department of Education
Culture and Employment

105-00490/

A MESSAGE FROM THE MINISTER

I am pleased to release the third report on *Postsecondary Indicators in the Northwest Territories*. Once again, we hope the report will benefit users of educational statistics and keep the public informed about the accomplishments of Northerners and our investments in adult and postsecondary education.

This report is a reflection of our government's commitment to postsecondary education and the significant work underway to meet the increased need for lifelong learning.

Accountability in our education system is a priority. Our vision builds upon the Government of the Northwest Territories' document *Towards a Better Tomorrow* that sets a direction for a prosperous future. Our vision strongly supports the statement outlined in *Towards a Better Tomorrow*: self-reliant, healthy, well educated individuals, families and communities doing their part in improving the quality of their own lives.

Across the system, excellent results have been achieved – whether it is adult literacy and basic education, certificate, diploma, degree, apprenticeship or career development programs. The report highlights many initiatives underway in the Department. The results and performance data provide an important planning base for the development of the Department's business plan.

The 2001 report contains 19 more indicators than the 1999 report. The new indicators include: information on students by age groups and more detailed reporting on students enrolled in academic preparation programs at Aurora College; previously unreported data on the employment outcomes and earnings of Aurora College graduates taken from the College's recent graduate survey; and a comparison of academic counselling and support services by Aurora College campuses, also taken from the graduate survey.

We have reason to be pleased with the quality of our programs and with our efforts to provide access to postsecondary education. At the same time, we face the continuing challenge of preparing many northerners with basic academic skills. Increasingly, these basic skills are essential for entry into postsecondary and vocational training programs and for success in our dynamic labour market. Equally important, a sound basic education is essential for personal well-being and participation in a rapidly evolving global society.

Jake Ootes

Jake Ootes

Minister of Education, Culture & Employment

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FOREWORD

Postsecondary Indicators in the Northwest Territories, 2001, is a report on the characteristics and accomplishments of the adult and postsecondary education system in the NWT.

Chapter One summarizes the structure of the postsecondary education system in the NWT, including the roles and responsibilities of the Department of Education, Culture and Employment, Aurora College, and other training providers. It also illustrates funding of the public college and funding to individual students. Chapter Two presents demographic statistics, and describes trends in educational attainment by ethnicity, gender, and community type. This chapter also examines the relationship between educational attainment and employment, occupational choices and length of residency in the NWT labour market.

Chapter Three presents enrolment and participation trends over several years; information on the ethnic, gender and age composition and field of study of postsecondary students at Aurora College, northern private institutions, southern and international colleges and institutes and universities. Chapter Four presents results information on graduates of Aurora College programs and certified Apprentices. This chapter also reports on highlights of the Aurora College Graduate Survey, including the employment outcomes of graduates and their further postsecondary studies. Chapter Five contains a summary and concludes with an analysis of lifelong learning in the NWT.

Highlights include the following:

- A total of 1,325 northerners received over $12M in NWTSFA to attend over 140 postsecondary institutions in 2000/01. Of those, 48% were Aboriginal and 52% were Non-Aboriginal.

- The increase in the number of Aboriginal students over the past 10 years has been primarily at colleges or technical and trade schools. From 1991 to 2001, Aboriginal students attending Aurora College and receiving NWTSFA increased by 67%. Approximately three out of four students receiving NWTSFA and attending Aurora College are Aboriginal. In the past 10 years, Aboriginal students attending college or technical and trades schools in southern Canada and abroad have also increased by 59%.

- The trend of more females participating in postsecondary education is evident when comparing 1989 highest levels of schooling rates to 1999 rates. Based on 2001 NWTSFA data, females comprised 63% of the postsecondary students attending Aurora College, 72% attending private northern institutions, 60% at Canadian/international colleges and institutes and 59% of the northern students attending universities in Canada and abroad.

- NWT students are less likely than other students to follow a path of completing high school and then immediately pursuing postsecondary education. NWT students are more likely to have their formal education interrupted, both in the high school grades and between secondary and postsecondary education, and to spend time in the labour force or raising children (or both) before pursuing postsecondary education.

- Postsecondary students at Aurora College are enrolled in a variety of certificate and diploma programs. The highest numbers of diploma program enrolments in 2000/2001 were in Business Management and Commerce, Health and Medical Services, Education, Trades and Occupations, Natural Sciences, and Social Sciences.

- Graduates from Aurora College continue to be successful in finding employment or going on to further education. Forty-four percent of all respondents to a recent graduate survey had gone on to further education after graduating from Aurora College and of these, 26% had done so at the university level.
- Seventy-three percent of NWTSFA recipients attending an institution outside the NWT were enrolled at an institution in Alberta.
- Aboriginal educational attainment rates are increasing and must continue to increase to meet labour market demands of the NWT.

Table of Indicators

The purpose of publishing indicators is to ensure accountability by providing specific information on the resources allocated to education, the various activities pursued by the educational system and the results obtained. The intent is to measure agreed upon key performance indicators of the Department of Education, Culture and Employment and Aurora College. Such information allows us to evaluate the outcomes of management decision-making practices. The indicators are presented under a series of headings classifying recent and historical data that help trace these developments over time. The 2001 edition contains 48 indicators, which is 19 more than the 1999 edition; six of these have been updated from the last edition, while the remaining 13 have been substantially revised or are altogether new.

Examination of the indicators in this publication reveals a number of trends and developments that characterize the Northwest Territories' postsecondary education system.

In general:

Input and process indicators provide information about **accessibility, equity, quality, relevance, accountability and research.**

Output and outcome indicators provide information about **intellectual development, social and human development and career development.**

What is an Indicator? With respect to this document, an indicator is a tool to aid the ongoing dialogue about what the Department of Education, Culture and Employment wants from the system and how these goals might be accomplished. To be an indicator an educational statistic must take meaning from comparison with the same and different groups over time and/or in relation to commonly understood standards. It is a measurable, tangible and quantifiable unit.

Meant to answer questions, indicators:

- Provide a gauge of performance
- Provide information that can affect education policy and improvement efforts
- Provide new understandings of how the system is functioning
- Can influence how policy makers, educators and the public think about education and training.

CONTEXT	**INPUTS** Financial Resources Allocated to Education	**PROCESS**	**OUTPUTS** RESULTS		**OUTCOMES** The Labour Market
			Educational Attainment	Completion	
Education System And Social Context	Educational spending in relation to Gross Domestic Product (GDP). Total educational spending/ postsecondary students in relation to per capita GDP. Cost of educating graduates and sources of funding. Enrolment in postsecondary education.	Participation in postsecondary programs: ALBE, Access, Record of Achievement (RofA), Apprenticeship, Certified Occupations, Certificate, Diploma, Degree.		Level of graduation upon leaving the educational system.	Employment trends by level of education. Labour force attachments by level of education. Integration of college graduates into the labour force.
College and University	Aurora College spending by program and campus. NWTSFA spending per postsecondary student.	Aurora College, northern private, southern/ international colleges & university enrolments by ethnicity & gender.	Program completers in Aurora College programs. Success of Aurora College graduates in transfer programs.	ALBE completions Certificates & Diplomas by field of study.	Integration of University graduates into the labour force.
	Proportion of financial assistance awarded to NWT postsecondary students in the form of grants & loans.	Going directly from Aurora College to university.	Graduation from trades & Apprentice education. Graduation from southern college education. Graduation from universities.	Certificates & diplomas by field of study. Apprenticeship by trade. University degrees by field of study. Proportion of students leaving a Bachelor program as graduates, by gender & ethnicity. Average number of terms completed before leaving Bachelor program by gender & ethnicity.	
Employability Skills	New Certificate, diploma, R of A, & degree programs that are relevant to the labour market	Participation of NWT residents in post-secondary education will increase annually in the following programs: • ALBE • Career Development • Record of Achievement • Certificate & Diploma • Degree.	Improved student outcomes. Learner satisfaction.	Graduate outcomes.	Employer satisfaction. Transition rates to the workplace and/ or future postsecondary education. Long-term tracking of program completers and graduates: • Nursing • Teacher Education • Social Work • Natural Resources Technology • Management Studies • Apprenticeship/ Occupations.

Chapter 1

The Structure of the NWT Postsecondary Education System

The Role of Government

Education is the responsibility of each province and territory in Canada. The Department of Education, Culture and Employment (ECE) is responsible to the Government of the Northwest Territories (GNWT) for the delivery of adult and postsecondary education programs in the Northwest Territories (NWT). The Department is responsible for developing legislation and educational policy, setting program standards, funding program delivery and monitoring outcomes.

A substantial portion of the GNWT's budget goes towards education. In 2001/2002[1], $183,354,000 or 21.96% of the total budget was allocated for education. This works out to an average of $4,487[2] for every resident of the NWT.

Over $65 million of the $183 million allocated for education will be spent on postsecondary education in the NWT, approximately 36% of the GNWT education budget. This number is considerably higher than the Canadian average where 27% of the total education budget goes towards postsecondary education. The allocation towards postsecondary education is also higher in the NWT than in Nunavut (19%) and Yukon (22%).[3]

There is a strong link between postsecondary education and training and a variety of social and economic indicators, including a strong labour force. A strong labour force leads to an improved economy and a higher standard of living. Other benefits such as better community and individual health are strongly linked to education levels. Social and economic conditions are improved when an education system provides equality of access and opportunity for all. These relationships are good reasons to develop and maintain a postsecondary education system.

The Role of Educational Institutions

Aurora College delivers the majority of the postsecondary programs in the NWT. The Department works closely with the College to ensure that college programs and services are responsive to the needs of the population.

In addition to Aurora College, many other agencies also deliver adult training and postsecondary education programs in the NWT. These include private vocational training institutions, professional associations, non-government organizations, government departments, municipalities and school boards.

[1] *Government of the Northwest Territories, 2001/2002 Main Estimates.*
[2] *This does not mean that every resident benefited directly.*
[3] *Statistics Canada, Financial Management System (FMS) for Canada, NWT, Yukon and Nunavut, 2001.*

Funding of Postsecondary Education

Funding of the Aurora College

The largest postsecondary expenditure for the Department of Education, Culture and Employment (ECE) is the funding of Aurora College. On behalf of the Government of the Northwest Territories, the Department funds a single public college system in the form of monthly contributions. In return, Aurora College provides the NWT with mandated deliverables: Adult Literacy and Basic Education, Certificate and Diploma, University and Partnership, Apprenticeship and Trades/Occupational, Career Development and Personal Development programs. The percentage of the GNWT's contribution to the College's base has remained unchanged since 1995.

Aurora College has three regional campuses and a network of community learning centres. This has contributed to the increased access to adult literacy and postsecondary education throughout the North. The College offers students career-oriented certificate, diploma, apprenticeship and university laddered transfer programs. It also offers services to hundreds of other NWT students each year with adult literacy and basic education, career and personal development programs.

In addition to base funding received from ECE, Aurora College generates a portion of its revenue from fees and other activities, as seen in Figure 1. ECE also provides funding to other northern agencies for adult and postsecondary training. Some of these agencies contract with the College for program delivery.

Figure 1: Components of Annual Revenue, Aurora College 2000/01

	Total dollars	Percentage of Total
TOTAL	**$29,670,000**	**100%**
Base Funding (GNWT)	$22,555,000	76%
Special Projects (GNWT)	$3,036,000	10%
Additional Revenues*	$1,480,000	5%
Tuition Fees	$1,339,000	5%
Room and Board	$679,000	2%
Federal Government	$335,000	1%
Investment Income	$246,000	1%

**Additional Revenue includes interest income and donations.*

Source: Aurora College Annual Report, 2000-2001

Funding to Individual Students

Funding to individual students is the second largest program expenditure for postsecondary education. The government provides financial assistance to students through the NWT Student Financial Assistance (NWTSFA) program. This program is authorized through the NWTSFA Act and Regulations and is available to students for designated institutions in the NWT, across Canada and internationally.

Funding Support to Students

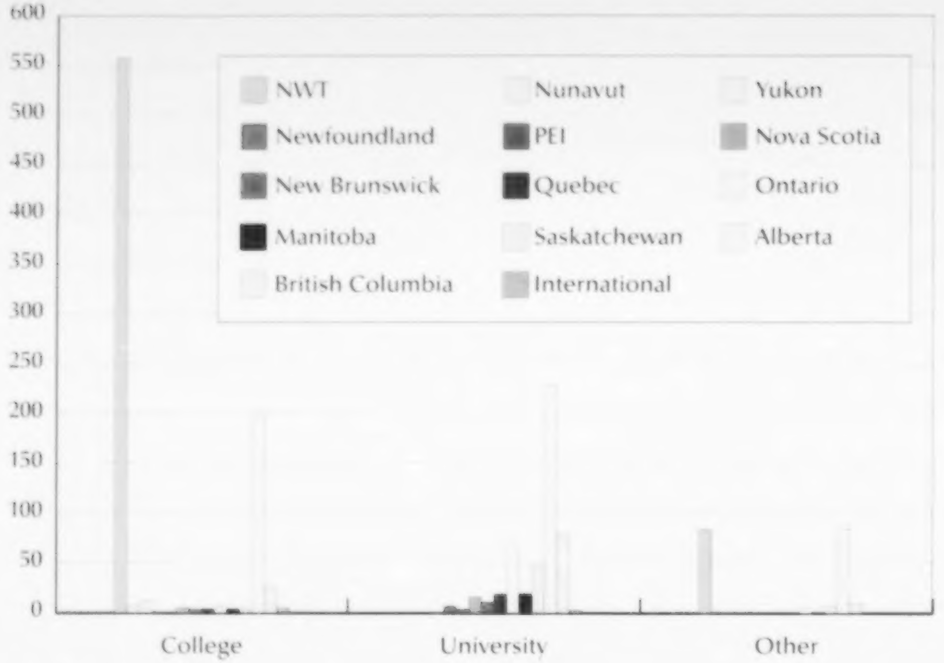
The government funds individual students through the NWTSFA program. This funding is available to students in one of the two following categories: Northern Indigenous Aboriginal Resident and Northern Resident. Generally this funding is available to full-time students who have resided in the NWT for at least one year. Each student must be enrolled in an approved program of study in an approved institution.

Number of Students Receiving NWTSFA

In 2000/01 according to the ECE Case Management Administrative System, a total of 1,325 students in the NWT received NWTSFA. As illustrated in Figure 2, these students were enrolled in over 140 institutions, including Aurora College, Nunavut Arctic College, and Yukon College, private institutions in the NWT, and public and private colleges, training institutions and universities in other parts of Canada, the United States and abroad.

Alberta is the province of choice for NWT students enrolled in postsecondary programs outside the Northwest Territories. In 2000/01, 475 NWT students receiving NWTSFA were enrolled in 42 colleges, universities, and private colleges and vocational institutions in Alberta. The total number of NWT students enrolled in Alberta institutions was slightly ahead of the number of enrolments within the NWT in 1999/00 and 2000/01.

Figure 2: NWTSFA Recipients by Full-Time Enrolment, Location and Type of Institution, 2000/01



Note: NWTSFA head-count will be lower than totals for type of institution. Some students attend more than one institution in a given academic year.

** Due to rounding, the totals do not equal the sum totals of the sub-total entries.*

Source: Education, Culture and Employment, April 2002

Components and Expenditures on Student Financial Assistance

The NWTSFA program has several components: basic grant, supplementary grant, remissible loan, repayable loan, scholarships, course reimbursements, and the NWT Study Grant for Students with Disabilities. A student can receive more than one type of assistance, and most students do require, or qualify for, more than one type of assistance.

In 2000/01, of those students receiving NWTSFA, 30% were enrolled in Aurora College, 10% in Northern private institutions, 25% in southern/international colleges and institutes and 35% in southern/international universities.

As shown in Figure 3, a total of 1,325 students benefited from the NWTSFA program. Of these, 1,014 received a basic grant, averaging $3,711 per student. Five hundred fifty-nine students (42%) received a supplemental grant, valued at $6,252 per student. Of the 1,325 students, 479 (36%) were granted a remissible loan and 473 (36%) a repayable loan. Loans totalled over $4.9M.

The total amount of Student Financial Assistance provided in 2000/01 was over $12.22 million with expenditures in the following categories:

Figure 3: Expenditures by Type of Assistance, 2000/01

Type of Financial Assistance	Expenditures	Total Number of Students Receiving NWTSFA in this Category	Dollars per Student*
Basic Grant	3,762,800	1,014	3,711
Supplemental Grant	3,494,700	559	6,252
Remissible Loan	2,483,500	479	5,185
Repayable Loan	2,417,100	473	5,110
Scholarships	41,250	49	842
Correspondence	18,900	16	1,181
NWT Study Grant for Students with Disabilities	8,500	9	946
TOTAL	12,226,750**		$9,508 average/student

** Based on NWT Student Financial Assistance (NWTSFA) recipient data.*

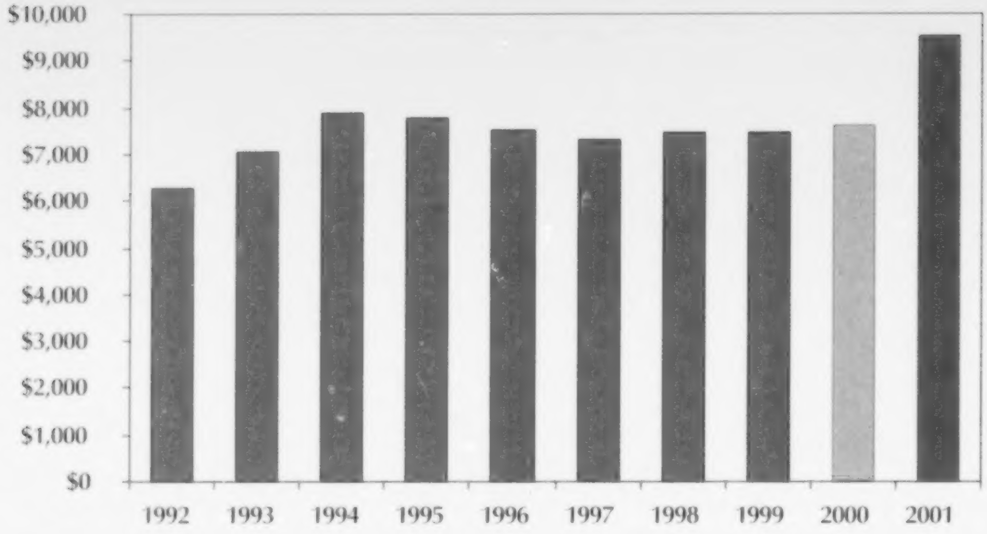
*** In addition to the total expended in the above categories, the Federal Government supports students enrolled in University/College Entrance Preparation (UCEP) programs. This category included the basic and supplemental grant for 28 students in 2000/01 at a cost of $228,100.*

Source: Education, Culture and Employment, February 2002

Funding Support to Students

Between 1991 and 1994, the average dollar amount of Student Financial Assistance per student increased substantially each year. After 1994, the average expenditure per student fell slightly until 1998/99. The rates set in the Student Financial Assistance Regulations (1992) were not increased during the period, 1986-1999 as reported in Figure 4. A proposal to amend the rates as well as the number of years of eligible financial assistance was approved in the spring of 2000. Students accessing assistance in the 2000/2001 academic year were eligible for the new rates.

Figure 4: Average Funding Per Student, 1991/92 to 2000/01



Source: Department of Education, Culture and Employment, 2001.

Loans are granted based on students returning to or remaining in the NWT upon completion of their studies. An increasing portion of NWTSFA is being granted in the form of loans. This trend towards increasing the portion of assistance that is granted in the form of loans has also been observed in other provinces, in the United States and elsewhere in the world.

In 2000/01, 369 NWT students who had received loans owed an average[1] of $9,710, with a median[2] being approximately $5,000 (Figure 5). The loan amounts and the number of students accessing loans have been increasing annually. Three hundred forty students in 2000/2001 owed an average of $9,660 (median is less than $6,000) and 328 students in 1999/2000 owed an average of $8,500 (median is less than $7,000).

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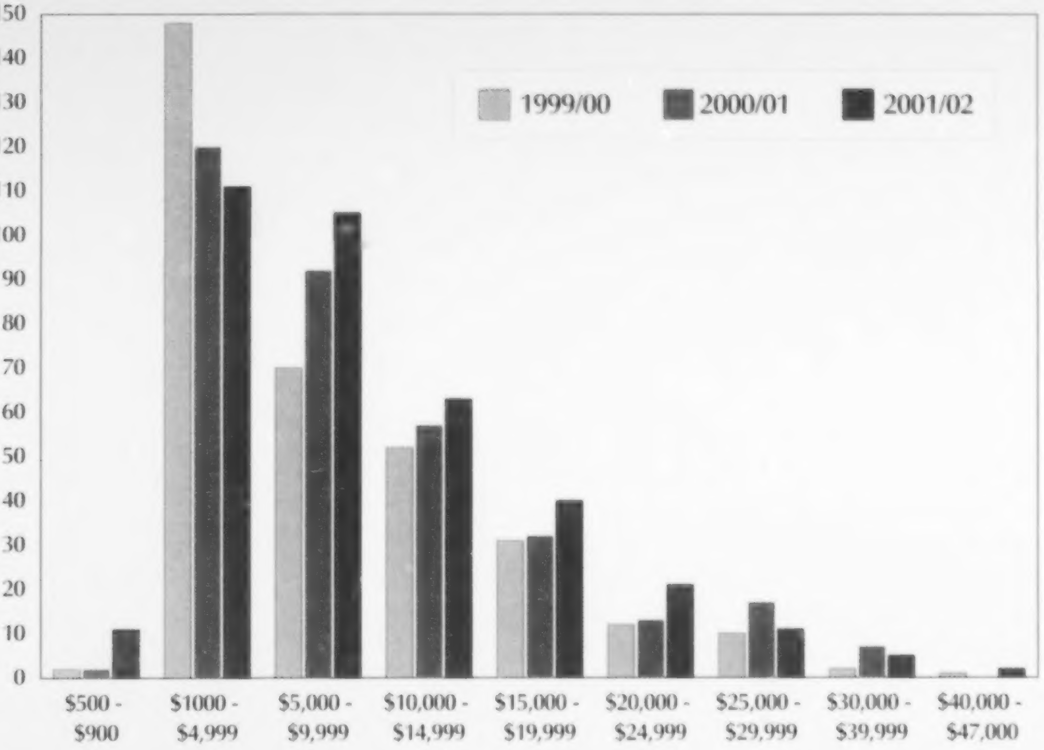
[1] *Average. Is the exact quotient obtained by the sum of the total by the number of figures.*

[2] *Median. The middle value in a distribution, above and below which lie an equal number of values.*

Figure 5: NWTSFA Consolidated Loans, 1999/2000 to 2001/2002



Note: consolidated loans are remissible and repayable loans combined.

Source: Education, Culture and Employment. June 11, 2002.

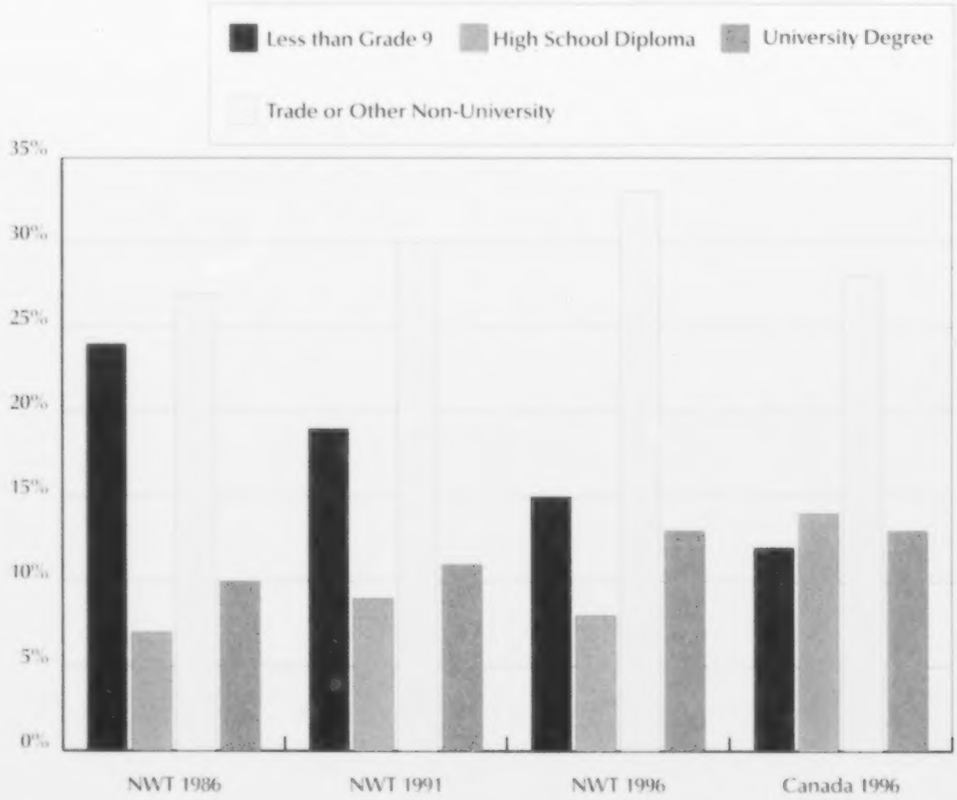
Chapter 2

The Context of Postsecondary Education

General Trends in Educational Attainment

While remaining below the Canadian rate in some areas, as illustrated in Figure 6, the NWT education levels have improved steadily and consistently in the past 10 years. The percentage of people with less than Grade 9 continues to decline – from 24% in 1986 to 15% in 1996 (compared to 12% in Canada). Fewer people in the NWT have a high school diploma as their highest level of education than in the rest of Canada (8% versus 14%), while more people in the NWT have a trades or other non-university education (33% vs. 28%). The percentage of people in the NWT with a university degree is equal to Canada's overall rate at 13%.

Figure 6: Educational Attainment Levels, NWT and Canada, 1986 to 1996



Source: Statistics Canada - Census Data 1986 - 1996 -

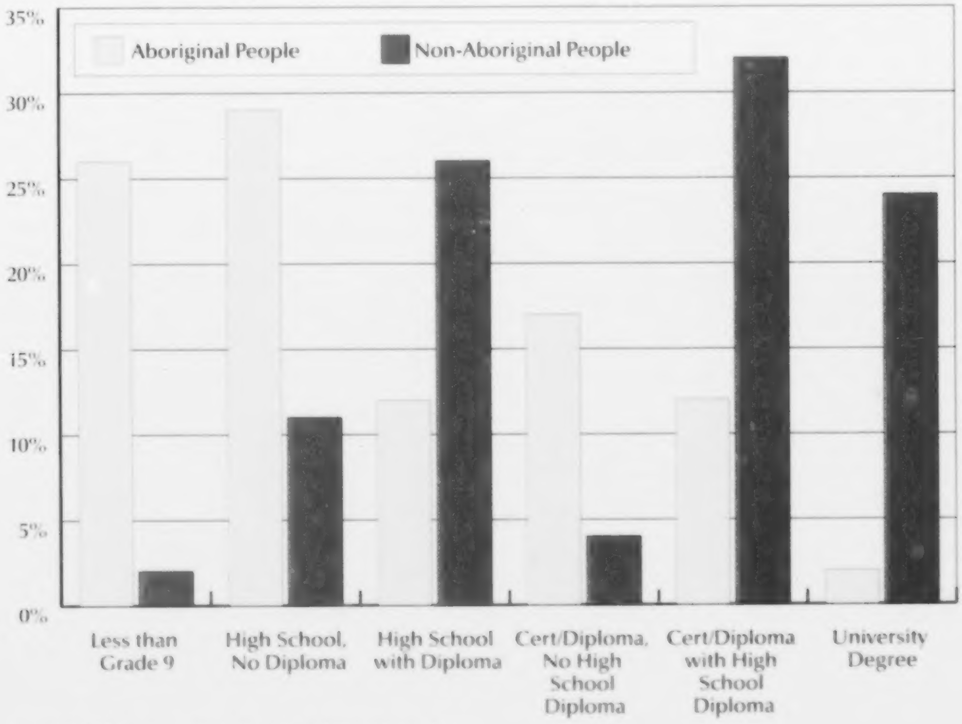
Educational Attainment by Ethnicity

Significant differences exist between the educational attainment levels of Aboriginal people and Non-Aboriginal people in the NWT. These differences are due in part to the historical differences in educational accessibility between the NWT and Canada as a whole. In addition, large numbers of Non-Aboriginal people who migrate to the NWT for employment opportunities bring with them higher levels of education. Some 15% of the total population 15 years old and over are Non-Aboriginals who have lived in the NWT five years or less.

Aboriginal people of the NWT are currently making strides in educational attainment at the high school and postsecondary levels. Over the past decade more individuals are completing various levels between Grades 9 and 12 and more are attaining a postsecondary certificate or diploma. But, as reported in Figure 7, overall Aboriginal education levels show a striking difference compared to Non-Aboriginal levels: 55% of Aboriginal adults have less than a high school diploma as their highest level of schooling compared to 13% of Non-Aboriginals, while 2% of Aboriginal adults have a university degree compared to 24% of Non-Aboriginal people.

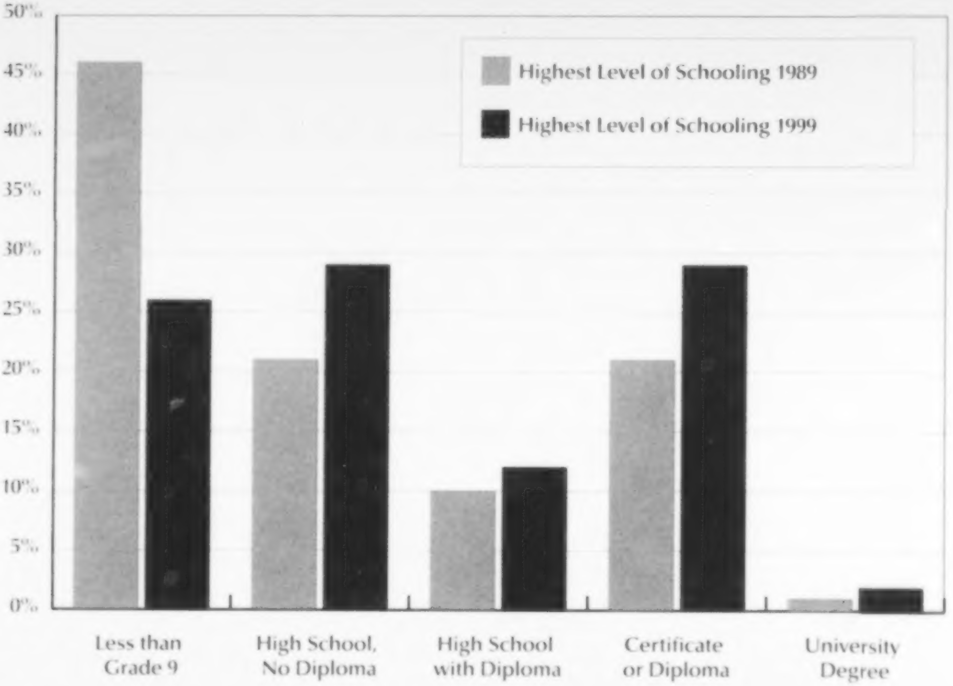
More closely aligned are the percentages of people with a certificate or diploma as shown in Figure 7. This includes trades, and other certificates or diplomas at a college level. Approximately 29% of Aboriginal people have a certificate or diploma compared to 35% of Non-Aboriginal people. More Aboriginal people than Non-Aboriginal people have obtained their postsecondary certificate or diploma without having a high school diploma. Only 4% of Non-Aboriginal people have a postsecondary certificate or diploma without a high school diploma compared to 17% of Aboriginal people. However, the trends are encouraging. All of the indicators of Aboriginal educational attainment over the past decade have been positive, as shown in Figure 8.

Figure 7: Educational Attainment by Ethnicity, NWT, 1999



Source: NWT Bureau of Statistics - 1999 Labour Force Survey

Figure 8: Aboriginal Educational Attainment, NWT, 1989 and 1999



Source: NWT Bureau of Statistics - 1999 Labour Force Survey

Educational Attainment by Gender

Current postsecondary enrolment trends in the NWT reflect a national trend of more females than males obtaining postsecondary education. This is resulting in females closing the gap between male postsecondary education rates and, in some cases, surpassing the male rate (see Figure 9). In 2000/01, more NWT females than the national average of 55% were attending community college – 63% of NWTSFA recipients students enrolled at Aurora College were female (the overall percentage of females studying at Aurora College in all programming divisions was 68%). The percentage of NWTSFA females enrolled in Southern/International Colleges and Institutes for 2000/01 was 60% of the total.

The trend of more females participating in postsecondary education is evident when comparing 1989 highest levels of schooling rates to 1999 rates. While both male and female education levels have improved in the NWT, females in particular have shown a greater participation in recent years. The rate of Non-Aboriginal females with university degrees has surpassed the rate for Non-Aboriginal males, while Aboriginal females with certificates or diplomas are closing the gap on Aboriginal males with those credentials.

Females also have higher rates of high school diplomas as their highest level of education than males. High school diplomas not only increase employment opportunities (see Figure 11), but completing high school also provides an important foundation for postsecondary education.

Figure 9: Highest Level of Schooling By Gender and Ethnicity, 1989 and 1999

	1989				1999			
	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	Males	Females	Males	Females	Males	Females	Males	Females
Less than Grade 9	46%	46%	4%	3%	25%	26%	2%	2%
High School, No Diploma	19%	23%	12%	17%	29%	29%	11%	11%
High School Diploma	10%	10%	25%	31%	10%	13%	24%	29%
Certificate or Diploma*	23%	19%	35%	30%	30%	28%	39%	32%
University with Degree	1%	1%	23%	19%	2%	2%	23%	26%
Not Stated	1%	1%	0%	0%	4%	2%	1%	1%

**Certificates or diplomas are trades, college or other college equivalent certificates or diplomas.*

Source: 1989 and 1999 Labour Force Statistics, NWT Bureau of Statistics

Educational Attainment by Age

Generally, Northern postsecondary students are older than their southern counterparts. In 1997, the median age of an undergraduate student in Canada was 20 years old, compared to 26 years for NWT students studying at university.

NWT students are less likely to follow a path of completing high school and then immediately pursuing postsecondary education. NWT students are more likely to have their formal education interrupted, both in the high school grades and between secondary and postsecondary education, and to spend time in the labour force or raising children (or both) before pursuing postsecondary education. Non-Aboriginal students are more likely to pursue postsecondary education while younger – 24.3% of students are aged 20-24 years and 13.7% are under 20 years. In contrast, 17.1% of students aged 20-24 years and 25.1% between the ages of 25 and 40+ years are Aboriginal.

In 1989/99 the median age of students from the NWT attending university was almost identical for Aboriginal (23 years) and Non-Aboriginal (24 years) students. Although the median age between Aboriginal and Non-Aboriginal students was close, the 1999 Labour Force statistics illustrate that higher rates of Aboriginal than Non-Aboriginal students enrolled in postsecondary programs were in the 25-29 year old category; 16% as compared to 6%. In the 20-24 year old group, Aboriginals and Non-Aboriginals both had a 36% participation rate.

Based on the 2000/01 NWTSFA recipient statistics, the percentage of Aboriginal students in the 25-29 year old category continues to be higher than for Non-Aboriginal students – 15% versus 10% – but the difference between the two groups is closer than in past years. In the 20-24 year old group, the Aboriginal participation rate is 36% and the Non-Aboriginal participation rate is 46%.

1999 NWT Labour Force Survey

This pattern of lifelong learning has implications when examining the population distribution in the NWT. Currently the Aboriginal population of the NWT is very young. Lower mortality rates will mean that over the next 20 years the population will age considerably. In particular, the 15 to 24 year old age cohort is projected to grow considerably as the current young Aboriginal population ages and more Non-Aboriginal persons stay in the NWT for longer periods of time. As this group begins postsecondary education and as the aging population returns to an educational institution for upgrading and postsecondary programs, there will be increased demands on the education system.

These population trends may have financial implications as issues such as accessibility, financial assistance and quality of education are examined.

Educational Attainment by Community Type

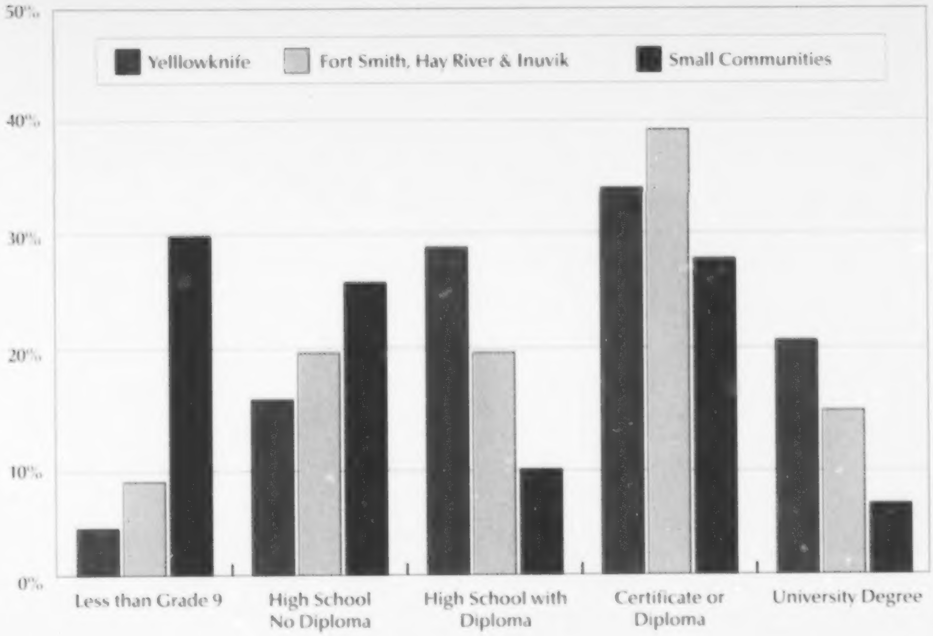
In grouping NWT communities according to size, differences in education levels reflect the percentage of Aboriginal and Non-Aboriginal populations found in each community type as shown in Figure 10.

Yellowknife has the highest percentage of people with university degrees and the lowest percentage of people with less than Grade 9. The largest community in the NWT also has the highest percentage of Non-Aboriginal people – 81% of the total population over the age of 15 years in Yellowknife is Non-Aboriginal.

Education levels for the regional centres of Fort Smith, Hay River and Inuvik fall between Yellowknife and the smaller communities. The one exception to this is with certificates or diplomas where the Fort Smith, Hay River and Inuvik grouping has the highest rate. Fort Smith, Hay River and Inuvik have almost evenly split Aboriginal and Non-Aboriginal populations with 48% of the total population over the age of 15 years Aboriginal and 52% Non-Aboriginal.

The remaining, smaller communities have the lowest levels of university degrees and the highest levels of people with less than Grade 9. The smaller communities also have the highest percentage of Aboriginal people: 82% of the total population over the age of 15 is Aboriginal.

Figure 10: Educational Attainment by Community Type, NWT, 1999



Source: NWT Bureau of Statistics - 1999 Labour Force Survey

Educational Attainment and Employment

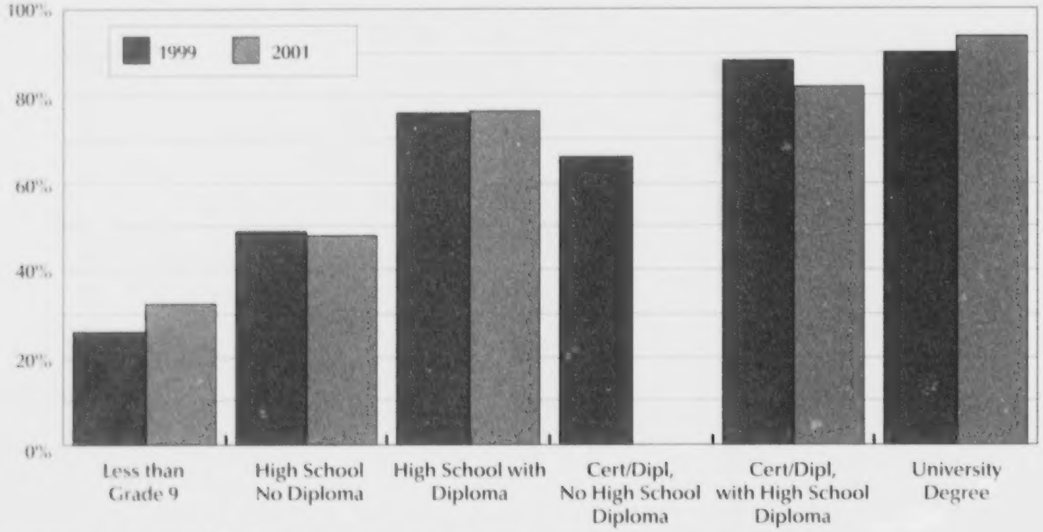
In 1991 the overall employment rate for the NWT was 69.3%. In the spring of 2001, the overall employment rate was 68.5%, which was the highest in Canada. There are significant variations in the employment rate of Aboriginal and Non-Aboriginal residents of the NWT. Over time Non-Aboriginal employment rates have been about 80%. For Aboriginal persons there has been some improvement in the employment rate, from 42% in 1991 to 48% in 1999.[7]

Employment prospects are directly linked to educational attainment for most individuals. People with a university degree have a 90% employment rate while those with less than Grade 9 as their highest level of education have a 26% employment rate. People who complete high school and have a certificate or diploma have employment rates of 88%. This is comparable to those with university degrees.

Much of the improvements in the employment rate can be attributed to females who have seen their employment rates increase from 56.0% in 1984 to 67.8% in April 2001. The employment rate for males seems to be more dramatically impacted by seasonal patterns. The male employment rate stood at 67.4% in 1984 and 69.5% in 2001.[8]

[7] *NWT Bureau of Statistics, 2001 NWT Socio-Economic Scan.*
[8] *NWT Bureau of Statistics, 2001 NWT Socio-Economic Scan.*

Figure 11: Employment by Educational Attainment, NWT, 1999 and 2001

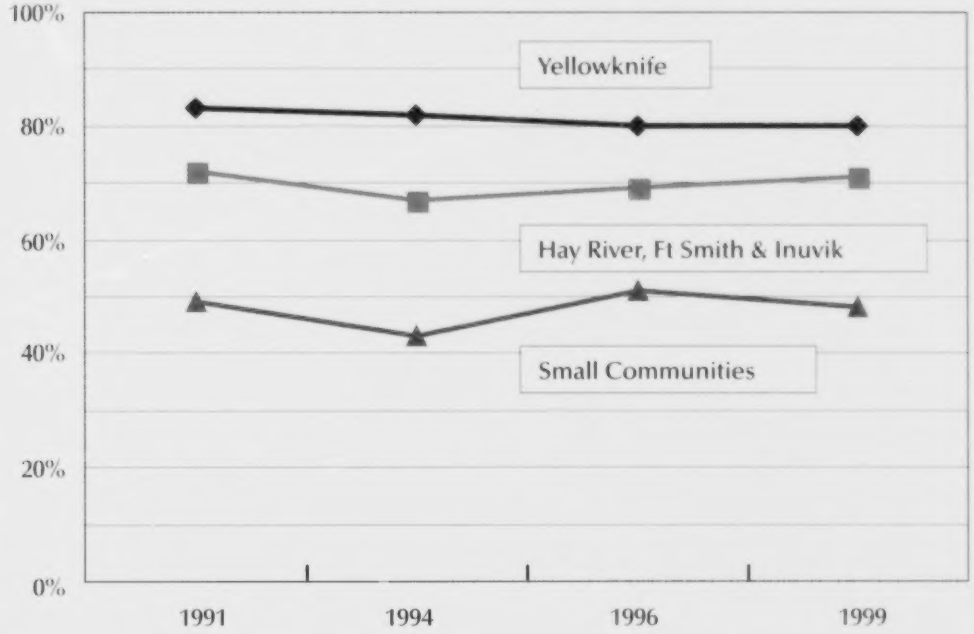


Source: NWT Bureau of Statistics: 1999 Labour Force Survey and 2002 Socio-Economic Scan

Employment by Community Type

As illustrated in Figure 10, there is a correlation between education attainment and employment rates by community type. During the period 1991 to 1999, in Yellowknife, where the highest levels of educational attainment are found, there is also the highest employment rate, averaging 81%. In the towns of Hay River, Ft. Smith and Inuvik, the second highest grouping of adults with high school diplomas and greater, the employment rate for the same time period has averaged 70%. In the rest of the NWT communities, where a greater percentage of the adults have an educational attainment of less than Grade 9 and no high school diploma, the employment rates have averaged 48% (Figure 12).

Figure 12: Employment Rate by Community Type, NWT, 1991, 1994, 1996 and 1999



Source: NWT Bureau of Statistics, 1994 and 1999 NWT Labour Force Survey, 1991 and 1996 Census Data.

Due to a historical lack of access to education, the NWT was not able to develop a workforce to meet labour market demands. Non-Aboriginal people who moved to the NWT helped fill labour market demand, bringing with them higher levels of education and corresponding higher levels of employment as shown in Figure 13.

This trend continues, with the 1999 NWT Labour Force Survey indicating that 15% of the total population 15 years old and over are Non-Aboriginals who have lived in the NWT five years or less. Non-Aboriginals have an employment rate of 84% compared to 48% for Aboriginals and, as highlighted in Figure 7, significant differences remain between Aboriginal and Non-Aboriginal education levels.

Labour market conditions were very good in the NWT in 2001. The recent boom in the non-renewable resource sector, both related to diamond mine construction and operations and the recent upswing in exploration activity in the natural gas sector, is reflected in recent labour market information. Overall, employment rates in communities outside of Yellowknife exceeded 60% in 2001, which is the first time that has been observed since data have been collected beginning in 1984. Further, the employment rate in smaller NWT communities compares with the overall average Canadian employment rate in 2001 of 61.2%. Examining employment rates by gender suggested that much of the improvement since 1999 can be attributed to males.[11]

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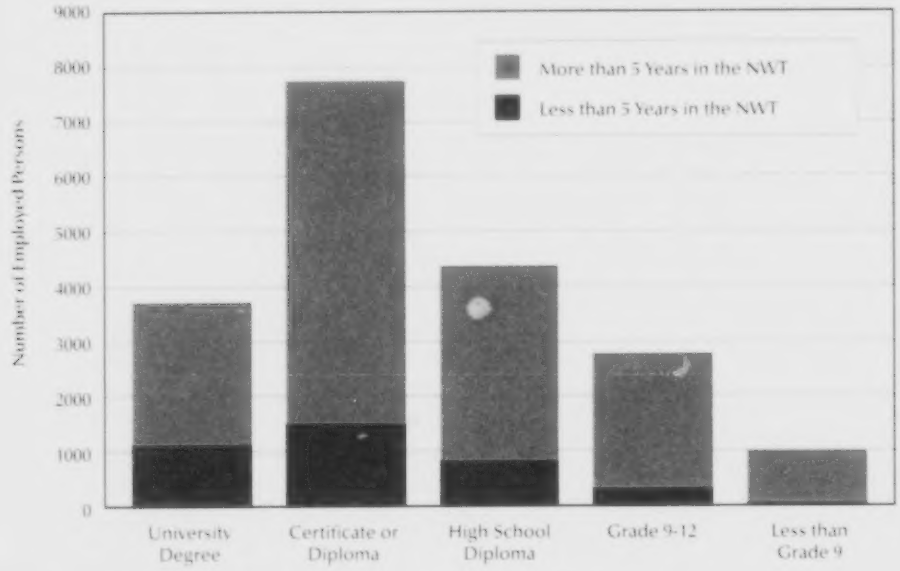
[11] *NWT Bureau of Statistics. 2002 NWT Socio-Economic Scan.*

Figure 13: Employment, by Residency and Highest Level of Schooling, 1999

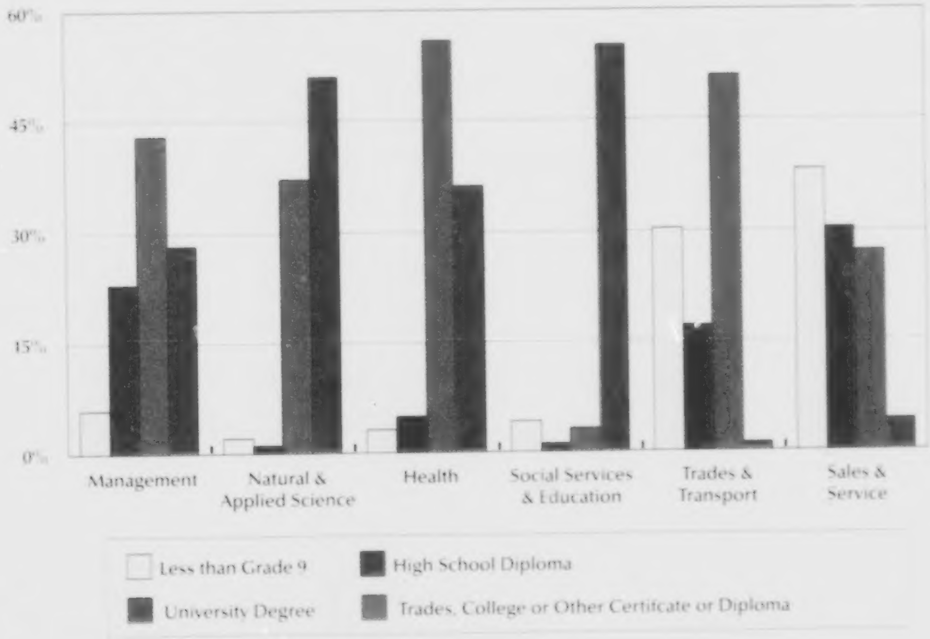


Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Of the 3,846 jobs filled by persons with a residency of less than five years in the NWT, 2,637 of the jobs were filled by persons with a postsecondary education credential (69%). People with at least a high school diploma or higher filled over 80% of the job.

A person with a high school diploma has acquired key literacy and numeracy skills. Such a person can access training in a variety of fields. Further education and training translates into better employment chances for this person, compared to someone with less than a high school diploma, as Figures 11 and 13 show. This is true, even when the person without a high school diploma has a postsecondary certificate. Providing access to upgrading and college programs that offer a Grade 12 equivalent and postsecondary training would therefore go farthest to meet the goal of more equitable participation in the labour market.

Figure 14: Employed Population by Occupational Category and Highest Level of Schooling, 1999



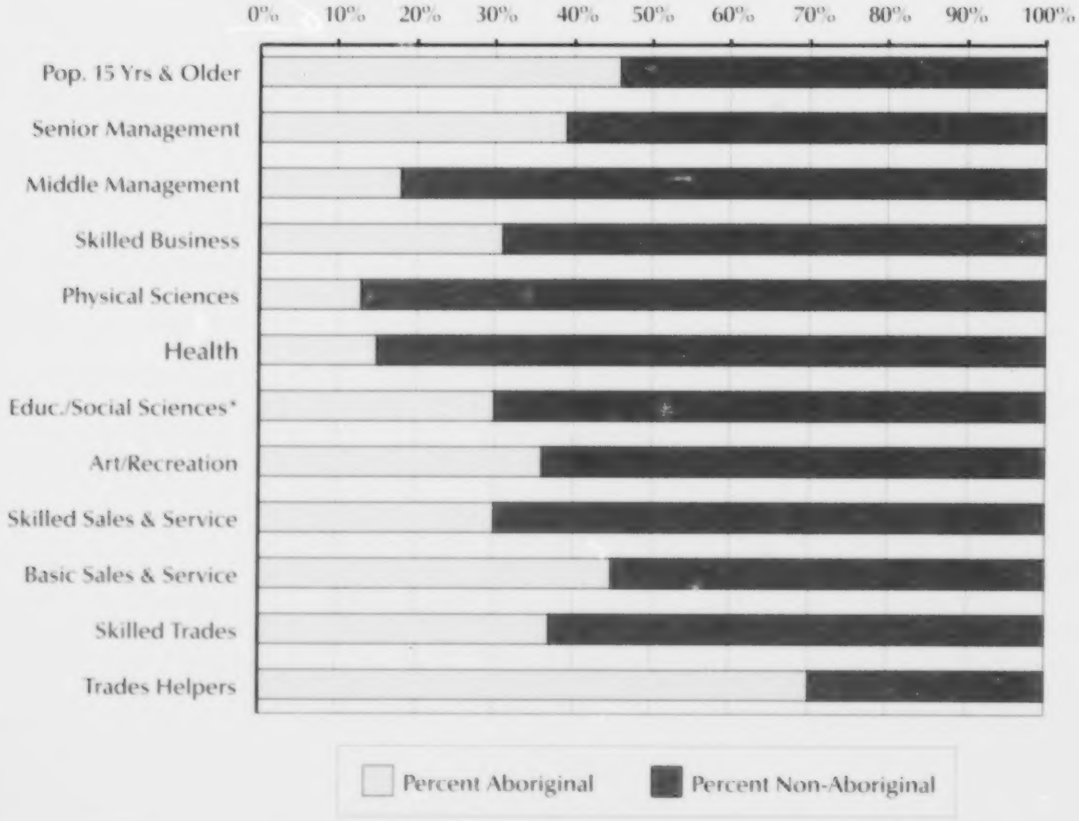
Source: NWT Bureau of Statistics, March 2000

The importance of completing postsecondary education can be measured by examining the highest level of schooling of employed persons by major occupations in the NWT as shown by Figure 14. For example, people with a postsecondary education in the NWT hold:

- 71% of management positions;
- 85% of social science and education positions;
- 88% of natural and applied science positions;
- 92% of health positions;
- 52% of trades and transport positions; and
- 31% of sales and service positions.

These educational differences contribute to the types of jobs held by Aboriginal and Non-Aboriginal people in the NWT. Figure 15 illustrates the disproportionate percentages of Aboriginal and Non-Aboriginal people found in certain occupations when compared to the total population 15 years old and over. Aboriginal people are under-represented in some occupations in comparison to the total population (e.g. middle management, physical sciences and health occupations), while other occupations such as trades helpers employ a disproportionately high percentage of Aboriginal people.

Figure 15: Ethnic Representation in Selected Occupations, NWT, 1999



**Includes Government Services*

Source: NWT Bureau of Statistics, 1999 Labour Force Survey

Chapter 3

Enrolment and Participation in Postsecondary Education

Overall Participation in Postsecondary Education

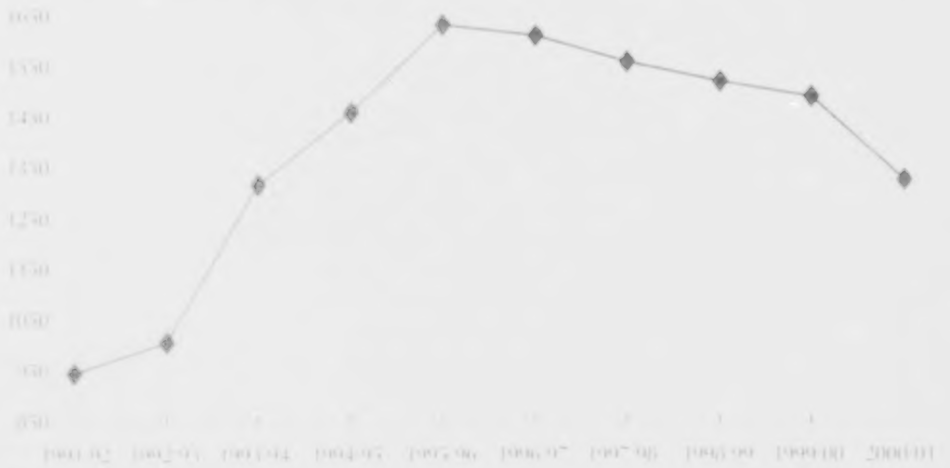
Participation in postsecondary education is a good indicator that the postsecondary education system is responding to the needs of the general public. Strong enrolment numbers in various postsecondary institutions and programs indicate that individuals are responding to their personal needs and/or labour market demands. Long-term trends show that more adults are demanding postsecondary education and training in the NWT, and the system is responding by making the opportunities available. The employment rates of graduates indicate labour market demand for, and acceptance of, graduates. Increasing levels of education results in greater labour market success.

Enrolments of NWT students attending postsecondary institutions have increased as tracked by Student Financial Assistance (NWTSFA). Between 1992 and 2001 the number of students receiving SFA to attend full-time postsecondary programs increased more than 39% (Figure 16). Participation peaked in 1995/96 and 1996/97 with 1,630 and 1,610 students respectively in those years. As discussed in Chapter 2, increases in the numbers of females and Aboriginal people obtaining postsecondary education have increased the total overall numbers.

Increases in participation have largely been due to continued development of Aurora College and the corresponding increased participation by Aboriginal students. As illustrated in Figure 17, the number of Aboriginal students studying at the postsecondary level has varied by as much as 12% of the total in the last decade. In 19991/92, 41% of the total students studying at the postsecondary level were Aboriginal. Participation peaked in 1995/96 when 53% of all postsecondary students receiving NWTSFA were Aboriginal. In 2000/01 that number was 48% – a participation rate that is representative of the Aboriginal population of the NWT.

The number of Aboriginal and Non-Aboriginal students studying at the postsecondary level has declined for the last five years (1996/97 to 2000/01).

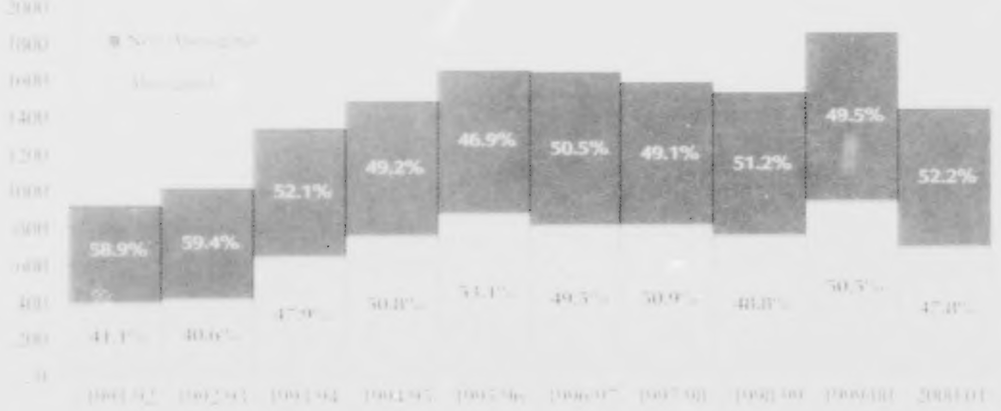
Figure 16: Total Postsecondary Full-Time Enrolments, NWT, 1991/92 to 2000/01



Note: Data represents a headcount number.

[illegible]

Figure 17: Total Postsecondary Enrolments by Ethnicity, NWT, 1991/92 to 2000/01



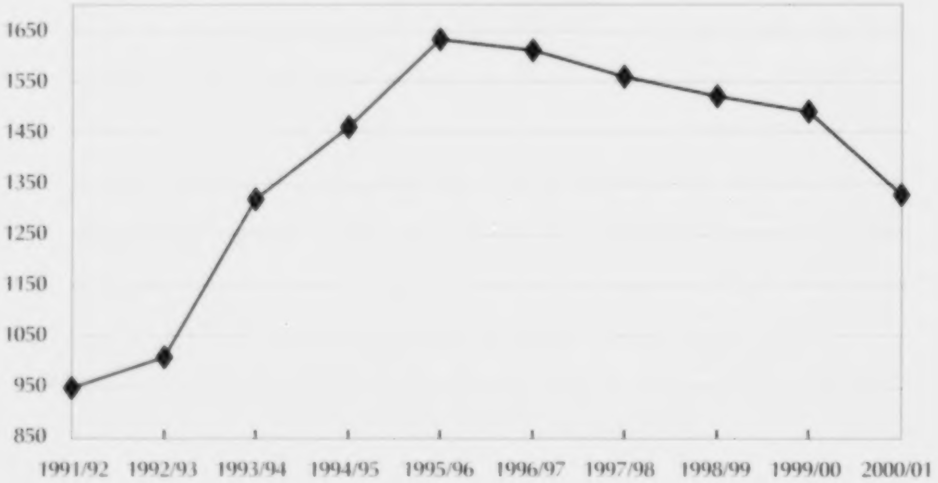
Note: [illegible]

[illegible]

Enrolments by Type of Institution

Students who receive NWTSFA attend over 140 universities, colleges and vocational or technical institutions inside and outside the NWT. In 1991/92, 26% of students receiving SFA attended Aurora College or a private training institution in the NWT. The remaining 74% attended postsecondary institutions outside the NWT. By 2000/01, 40% of students receiving NWTSFA attended a college or private training institution in the North, while the remaining 60% attended postsecondary institutions elsewhere (Figure 18).

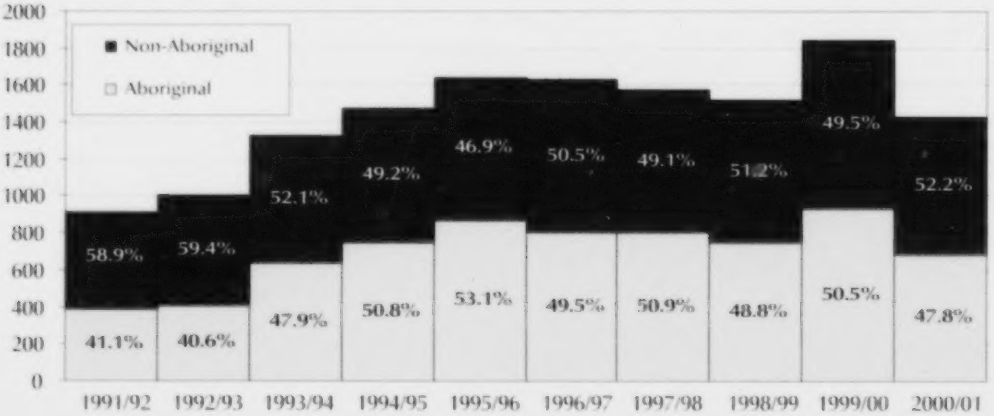
Figure 16: Total Postsecondary Full-Time Enrolments, NWT, 1991/92 to 2000/01



Note: Data represent a head-count number.

Source: Department of Education, Culture and Employment

Figure 17: Total Postsecondary Enrolments by Ethnicity, NWT, 1991/92 to 2000/01



Note: Students could be enrolled in more than one institution in a given academic year.

Source: Department of Education, Culture and Employment

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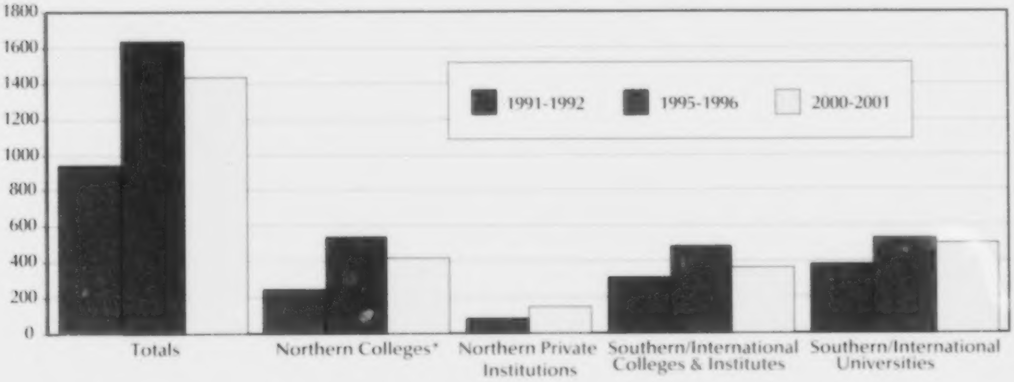
Figure 18: Postsecondary Students by Type of Institution, 1991/92, 1995/96 and 2000/01

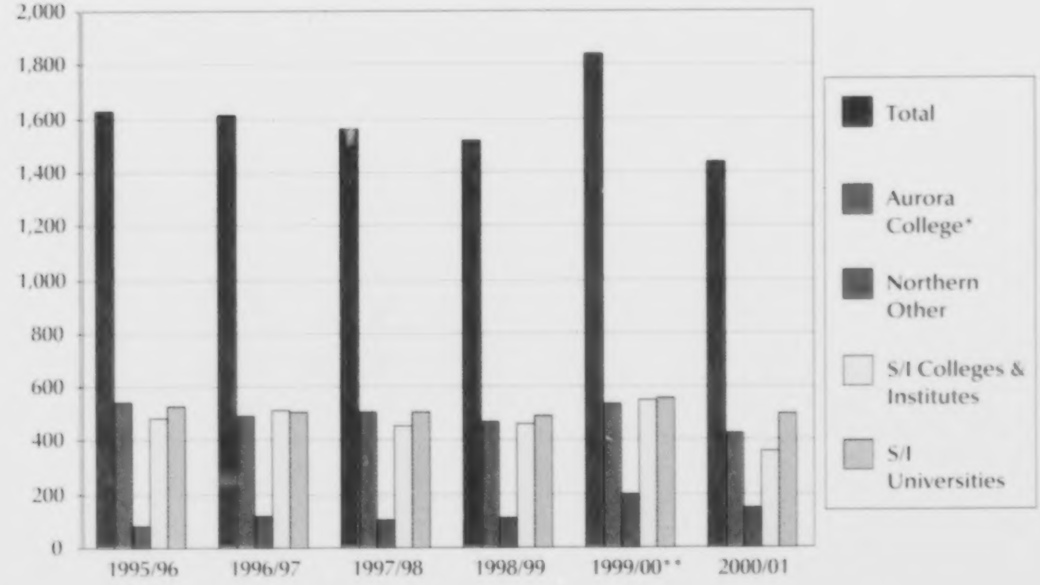


** Includes Aurora, Nunavut Arctic and Yukon Colleges*

Source: Department of Education, Culture and Employment, April 2002

Figure 19: Postsecondary Students, Type of Institution by Ethnicity, 2000/01

	% Aboriginal	% Non-Aboriginal
Northern Colleges (Aurora, Nunavut Arctic and Yukon)	77%	**23%**
Other Northern Institutions	67%	**33%**
Southern/International Colleges and Institutes	40%	**60%**
Canadian/International Universities	22%	**78%**
Total – all institutions	**48%**	**52%**



** Also includes a small number of students studying at Yukon College and Nunavut Arctic College.*

*** Uncorrected data for 1999/2000.*

Source: Department of Education, Culture and Employment, April 2002

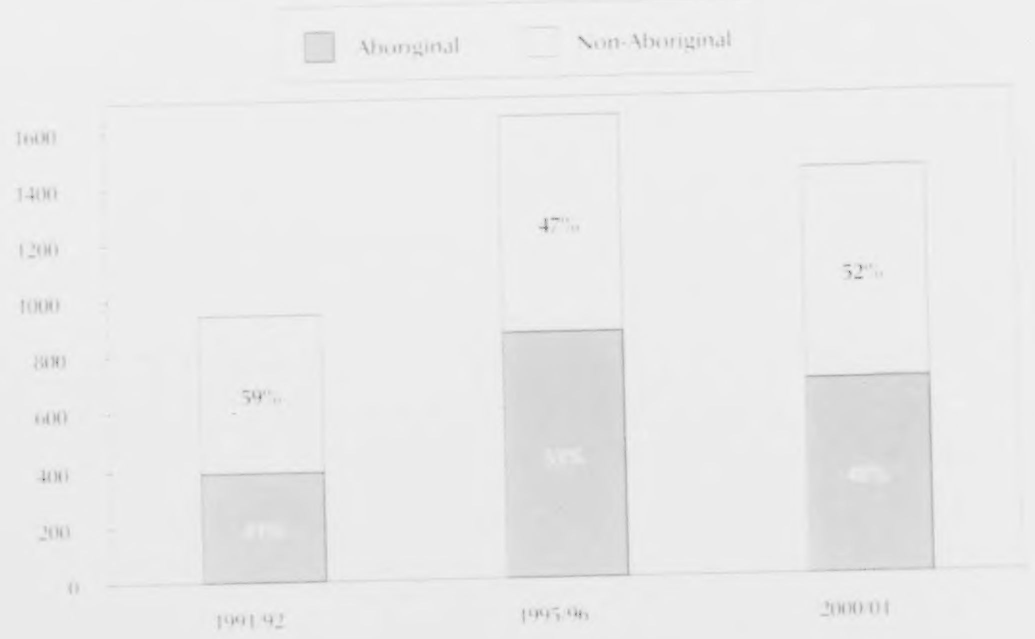
Ethnic Profile

The increase in the number of Aboriginal students over the past 10 years has been primarily at colleges or technical and trade schools. From 1991 to 2001, the total number of Aboriginal students attending Aurora College and receiving NWTSFA increased by 62%. Approximately three out of four students receiving NWTSFA and attending Aurora College are Aboriginal. In the past 10 years, the percentage of Aboriginal students attending college or technical and trades schools in southern Canada and abroad has also increased by 11%.

The rate of Aboriginal NWT students attending university has risen but not to the same extent as for colleges. In 2000/01, 22% of students receiving NWTSFA and attending university were Aboriginal. This proportion has risen slightly in the past five years.

Student Financial Assistance records for 2000/01 indicate that 48% of the students attending postsecondary institutions were Aboriginal and 52% were Non-Aboriginal (Figure 20). The number of Aboriginal people attending postsecondary institutions has significantly increased over the past decade. There was a 66% increase in the number of Aboriginal students who received NWTSFA while attending postsecondary institutions in 2000/01 as compared to 1991/92. The numbers of Non-Aboriginal NWT postsecondary students have also increased since 1991/92, but at a slower rate than Aboriginal students – a 26% increase.

Figure 20: Postsecondary Students by Ethnicity, 1991/92, 1995/96 and 2000/01



Source: Department of Education, Culture and Employment, April 2002

Students may attend more than one postsecondary institution in an academic year.

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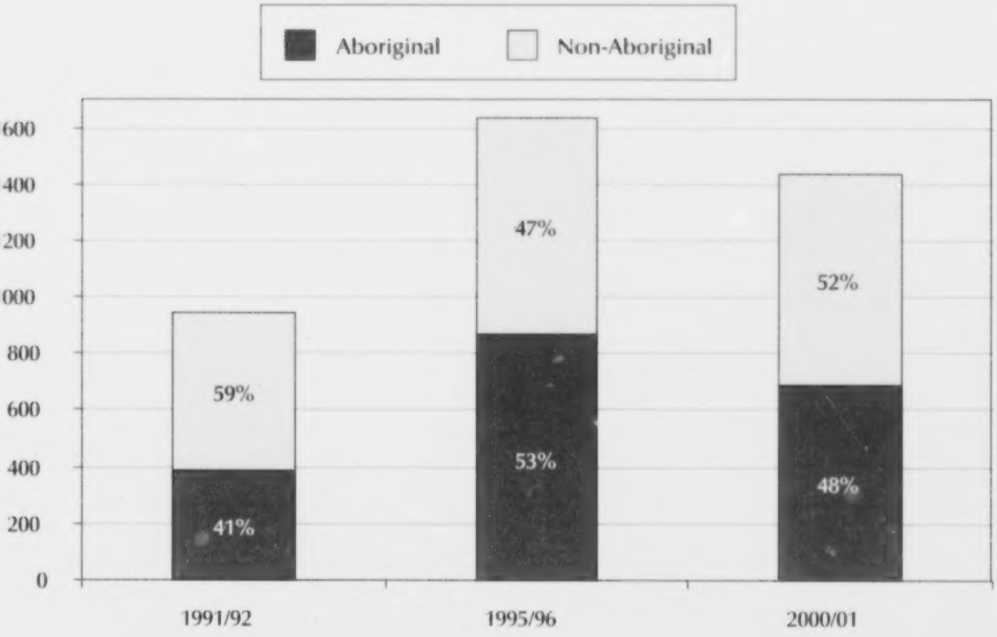

Source: Department of Education, Culture and Employment, April 2002

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[10] *Students may attend more than one postsecondary institution in an academic year.*

Enrolment and Participation in College, Vocational/Technical and Occupational Education and Training

Aurora College is young compared to postsecondary institutions in other jurisdictions. The College has three regional campuses and a network of community learning centres. This network of facilities has contributed to increased access to adult literacy and postsecondary education throughout the North. However, a substantial number of students continue to attend institutions in southern Canada and abroad in order to obtain education and training.

This section discusses enrolments and participation by NWT students in public and private colleges and vocational and technical institutes, with breakdowns according to ethnicity, gender, age and program of study.

Enrolment Trends in Aurora College

Aurora College has a solid base of public demand for its programs. The College offers a wide variety of programs, grouped into seven categories:

- Academic Programs (adult literacy and basic education (ALBE) /upgrading);
- Certificate programs like Office Administration, Home and Community Support Worker;
- Diploma programs in Nursing, Teacher Education, Management Studies, Recreational Leadership, Social Work and Natural Resources Technology;
- University and Partnership programs;
- Apprenticeship, Trades and Occupational programs;
- Career Development programs; and
- Personal Development programs.

Enrolments at Aurora College have decreased by 21% from 541 in 1995/96 to 427 in 2000/01. However, since peaking in 1994/95, Aurora College full-time equivalent (FTE) enrolments have been around 1, 100 FTE per year.[11]

In the 2000/01 academic year, four of five program divisions at Aurora College accounted for the following proportion of the 1, 170 FTEs:

- Academic programs (includes ALBE) – 25.4%
- Certificate, Diploma and University/Partnership programs – 33.4%
- Career Development programs – 22.3%, and
- Trades programs – 15.8%.

In the Certificate and Diploma, University/Partnership, Adult Literacy and Basic Education, and Trades programs, females accounted for 66% and males 30% of the enrolments for 2000/01. The total does not equal 100% because 4% are of unknown gender.

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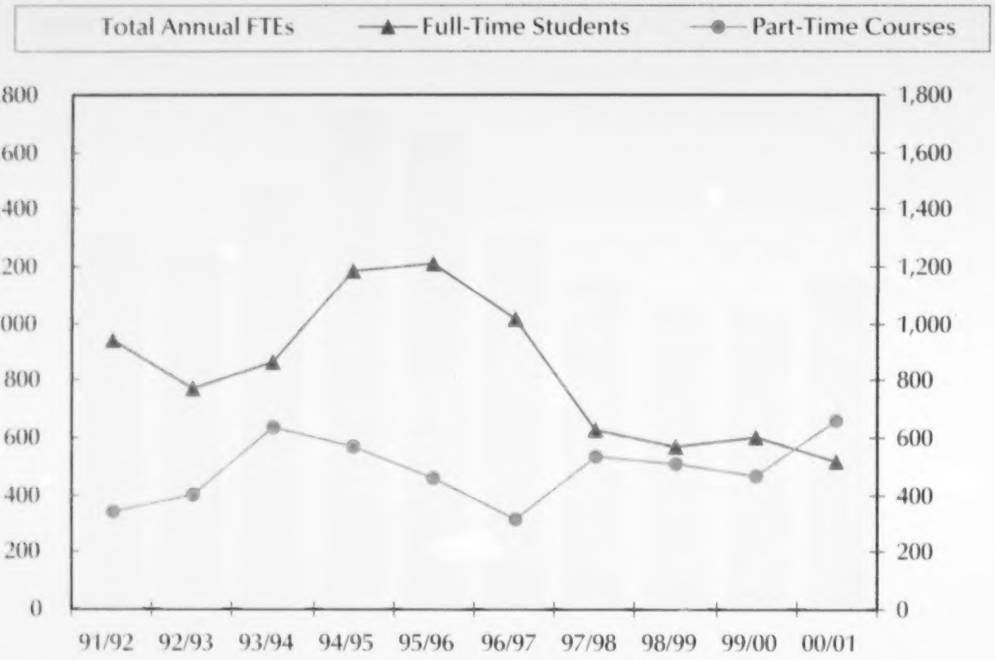
[11] *All enrolment numbers are converted to "Full Time Equivalent" students (FTE) to allow for the evaluation of enrolments in a consistent manner. FTE calculations are done in a manner where one full time student equals one FTE. A full-time student is one who takes at least six courses of a 10-course load in a program over one academic year. Part-time students are converted to FTE using a ratio of 10 courses to one FTE (10:1). For Apprentice programs the ratio is 4 courses to one FTE (4:1).*

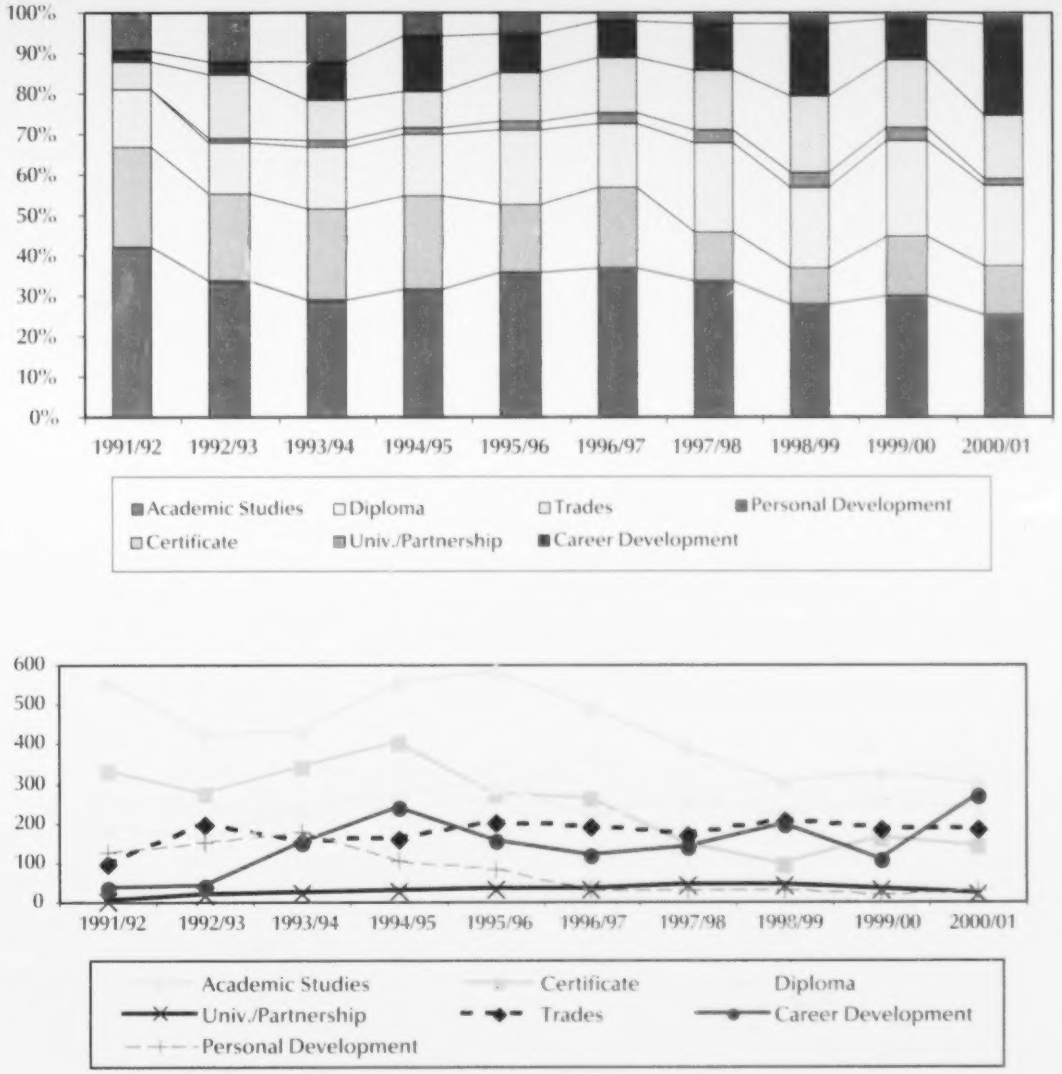
Figure 21: Full-time Equivalent Enrolments, Aurora College, 1991/92 to 2000/01



Source: Aurora College 1991/92 to 2000/01 Enrolment Reports and Annual Reports.

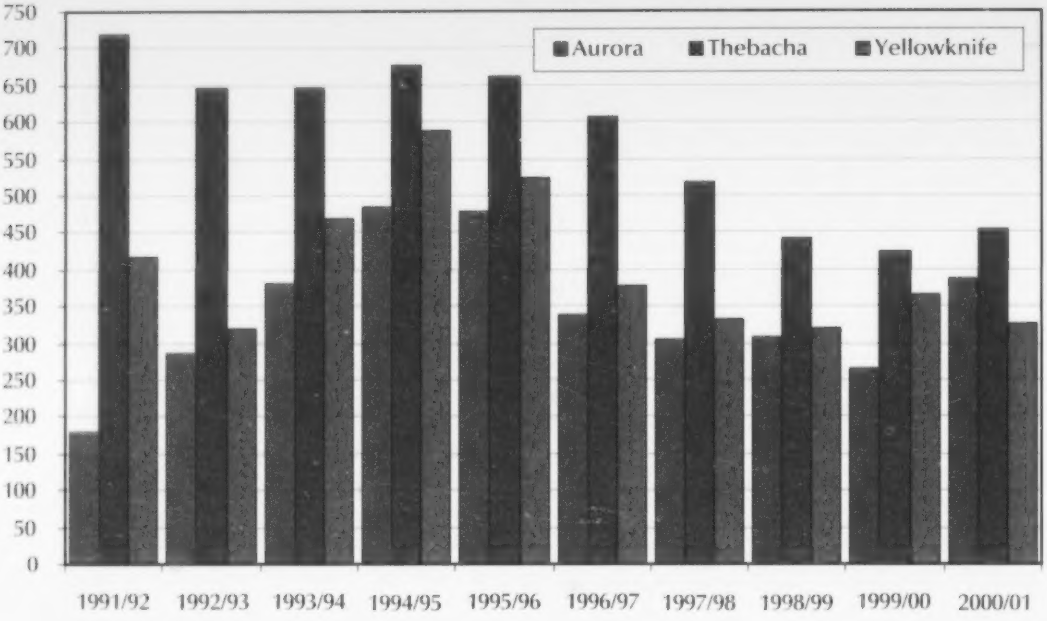
The College has continued to develop new programs. The majority of programs, including new offerings and programs that have been at the College since its establishment, like the Academic Programs, had significant increased (FTE) enrolments from the early to the mid-1990s. Figure 22 shows a dramatic increase in Aurora College enrolments in two of six program areas. Over the decade there has been an exponential growth in Career Development programs of 859% and a very strong growth in Trades programs of 197%. Most of these enrolments are in the part-time category. The College experienced growth in part-time deliveries in the early 1990s, a decline in the mid-1990s as the full-time Diploma program enrolments increased and then a rebound for part-time programs in 1999/00 and 2000/01 as a result of the increase in mining and oil and gas activity. The development and promotion of academic programs, including Career Access, has expanded professional and career opportunities for Northerners in Teaching, Nursing and Business Administration. Increased levels of basic education achieved in Academic Programs provide personal development and meet a key labour force development need for the NWT. Figure 23 shows the FTE distribution by campus over the past ten years.

Figure 22: Full-time Equivalent Enrolments by Program Type, Aurora College, 1991/92 to 2000/01



Source: Aurora College 1991/92 to 2000/01 Enrolment Statistics

Figure 23: Full-Time Equivalents (FTEs) by Campus, Aurora College, 1991/92 to 2000/01

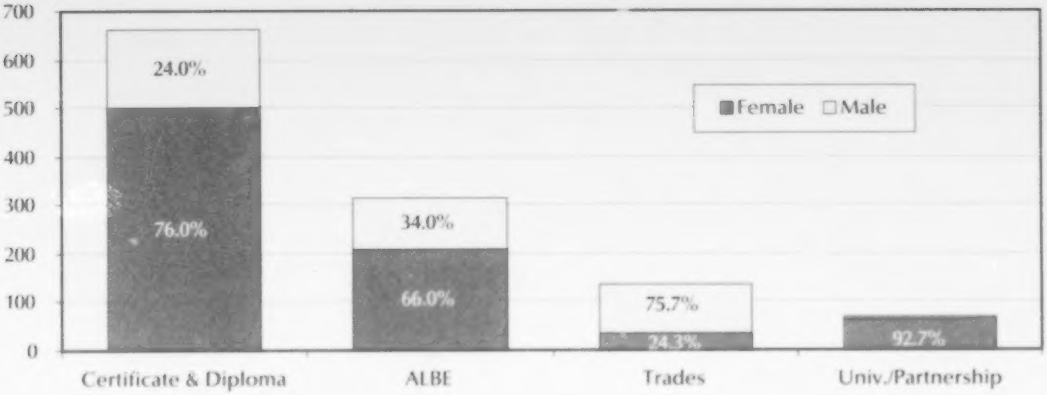


Source: Aurora College Annual Enrolment and FTE Reports, 1991/92 to 2000/01

Ethnicity and Gender Composition at Aurora College

There were a total of 1221 persons enrolled in four of six programming areas of Aurora College in the fall semester of the academic year 2000/01 Figure 24). These program divisions were: Certificate and Diploma, University/Partnership, Trades and Adult Literacy and Basic Education. There were 805 (66%) females and 373 (30%) men enrolled, as well as 43 (4%) persons of unrecorded gender. The ratio of women to men studying in these programs was 2.16:1 (66% to 30%). This means that every three out of five students in Aurora College was a female. In other jurisdictions, the female student population in community colleges outnumbers the male student population, but the magnitude of the difference is larger in the NWT. Statistics Canada's last published year of data on participation at community colleges is from 1996/97. At that time 55% of the students at Canadian community colleges were female.

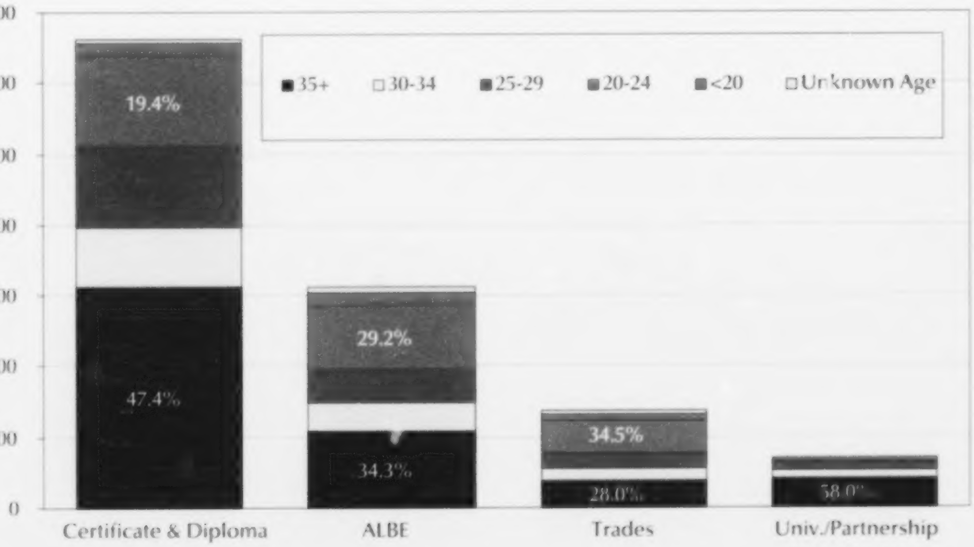
Figure 24: Students by Program Type and Gender, Aurora College, 2000/01



Source: Aurora College Annual Enrolment Reports, 2000/01

Significantly higher numbers of females are enrolled in Aurora College programs than males, as shown in Figure 24. Females account for 76% of the enrolments in Certificate and Diploma programs, 66% of the enrolments in Adult Literacy and Basic Education programs and 92.7% of the enrolments in University/Partnership programs. The only programming division where males are enrolled in greater numbers is Trades at 75.7%.

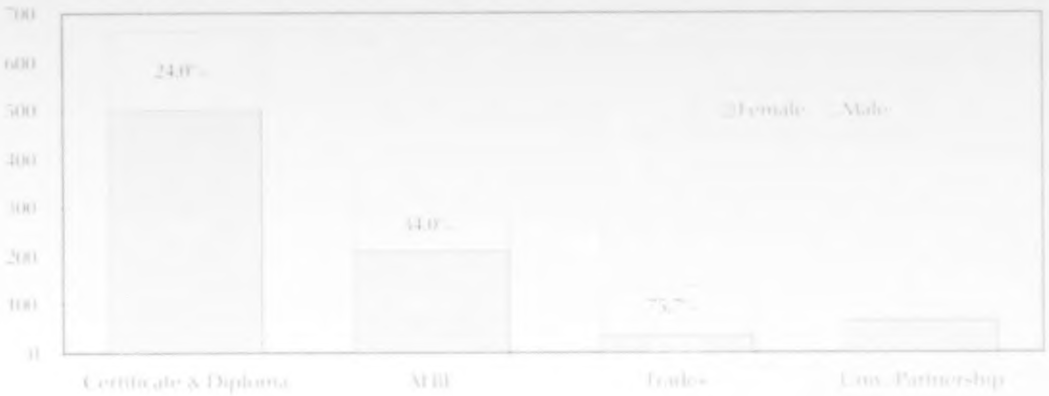
Figure 25: Students by Age Groupings, Aurora College, 2000/01



Note: Data refer to head count, n = 1,171, (full and part-time) for the following programs: Certificate, Diploma, University/Partnership, Adult Literacy and Basic Education and Trades.

Source: Aurora College Annual Enrolment Reports, 2000/01

Figure 24: Students by Program Type and Gender, Aurora College, 2000/01



Source: Aurora College, Annual Enrolment Reports, 2000/01

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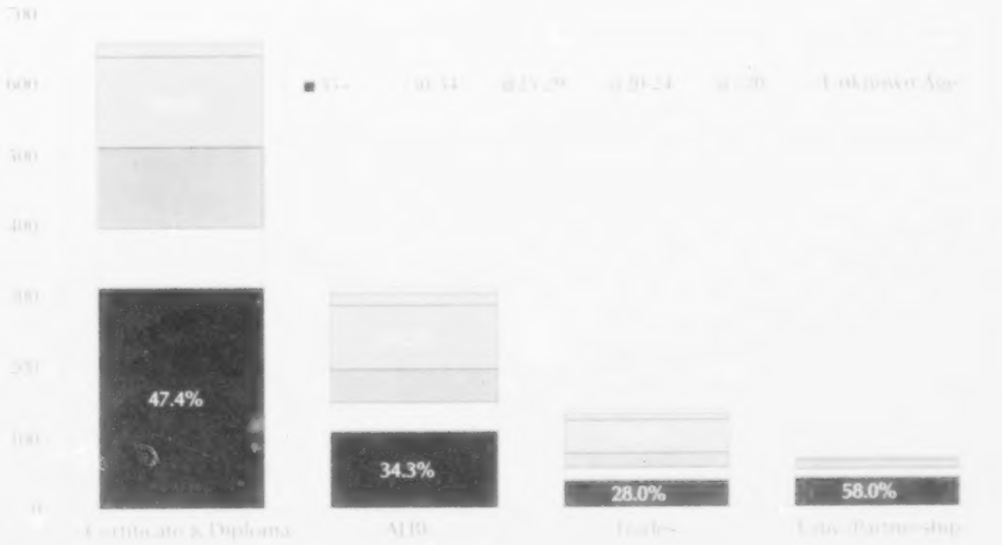


Note: Percentage in bold represents [illegible] programs: Certificate and Diploma, University Partnership, Adult Literacy and Basic Education and Trades.

Source: Aurora College, Annual Enrolment Reports, 2000/01

By far the largest age grouping of Aurora College students enrolled in all programming divisions is over the age of 35 years, except in Trades where the largest age grouping is between 20 and 24 years. The second largest age grouping of students enrolled in programs is between 25 and 29 years (Figure 25).

Academic Programs: Literacy and Adult Basic Education

Literacy skills are not static but need to be maintained and enhanced with regular use.

> ". . . There is growing recognition that literacy is such a critical factor in corporate and personal success that it demands greater consideration and understanding. There is a growing awareness that literacy skills are not "fixed" forever – individuals can lose skills after they leave school, through lack of use or they can gain skills, through practice and additional training. Now, and for the foreseeable future literacy will be an important business issue."[12]
>
> "Adult literacy and basic education are the foundations essential to the attainment of personal, career and educational goals. For linguistic, economic and social reasons, there are still large numbers of adults in the NWT with low levels of formal education and this will continue for the foreseeable future. A low level of formal education has negative impacts on individuals and their communities and reduces their access to further education and employment. One of the root causes of individual need for social assistance is a lack of skills needed to get a job or to be self-sufficient. Education impacts employment in a number of ways. There is a clear positive relationship between wage income and education, between education and employment choices and between education and job satisfaction."[13]

The Department of Education, Culture and Employment allocates funding for the delivery of Adult Literacy and Basic Education (ALBE) programs and services through its contributions to Aurora College and several non-governmental organizations offering adult education services. The ALBE program offered throughout the NWT is primarily at levels 120 to 160 (Grades 4 to 12). People with low levels of education need to be able to access adult literacy and basic education programs in their home communities. Adult basic education programs such as literacy, job preparedness and career/college foundations act as stepping-stones into other programs and make them an integral part of lifelong learning.

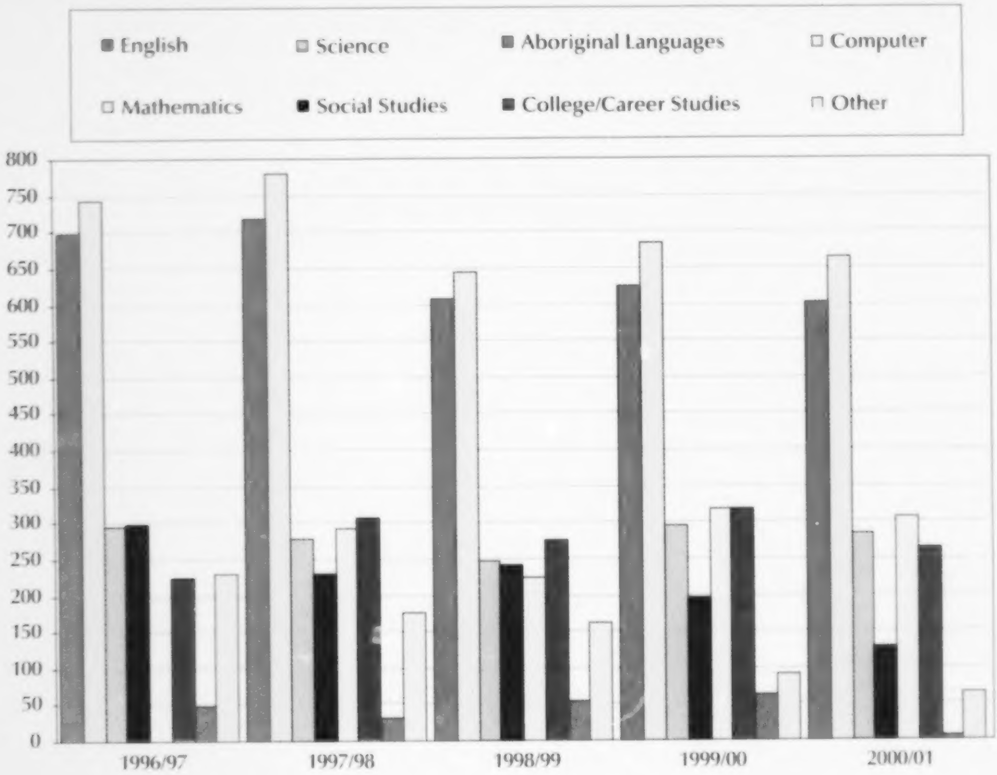
The peak years of delivery of the ALBE program occurred in the three academic years, 1994/95 - 1996/97 due to the fiscal resources available through the Investing in People program for community delivery of Adult Basic Education Programs, level 110 (basic literacy) through level 140 (approximately a Grade 10). The highest enrolments were in 1995/96 (Figures 26 and 27).

[12] *Bloom, M; Burrows, M; LaFleur, B. and Squires, R. The Economic Benefits of Improving Literacy in the Workplace. The Conference Board of Canada, 1997.*

[13] *Government of the Northwest Territories. Common Ground 2000: Report of the Economic Strategy Panel. 2000.*

Student enrolment statistics are calculated by Aurora College on an annual basis to look for trends in program demand. Academic Studies enrolment numbers for full-time and part-time students for the past decade indicate that the delivery of ALBE programming is a significant percentage of Aurora College's business. Academic Studies enrolments for 2000/01 account for 25% of the College's total FTEs, down from 42% in 1991/92. The GNWT's injection of $2.4 million a year for ALBE programs over the next five years should once again help literacy efforts in the NWT.

Figure 26: Adult Literacy and Basic Education Programs, Course Enrolments by Subject, Aurora College, 1996/97 to 2000/01



Note: Other subject refers to those courses within the Investing in People program.

Source: Aurora College Annual Enrolment Reports, 1996/97 to 2000/01.

Figure 27: Aurora College Academic Studies Enrolments (FTEs), 1991/92 to 2000/01

	Academic Studies (FTE)	Total College (FTE)	Academic Studies As a Percentage of Total College
1991/92	555.0	1314.8	42.2%
1992/93	421.9	1250.5	33.7%
1993/94	430.3	1497.0	28.7%
1994/95	555.3	1751.0	31.7%
1995/96	580.8	1665.0	34.9%
1996/97	491.8	1326.0	37.1%
1997/98	387.0	1157.2	33.4%
1998/99	301.5	1074.3	28.1%
1999/00	321.8	1057.0	30.4%
2000/01	297.3	1170.8	25.4%

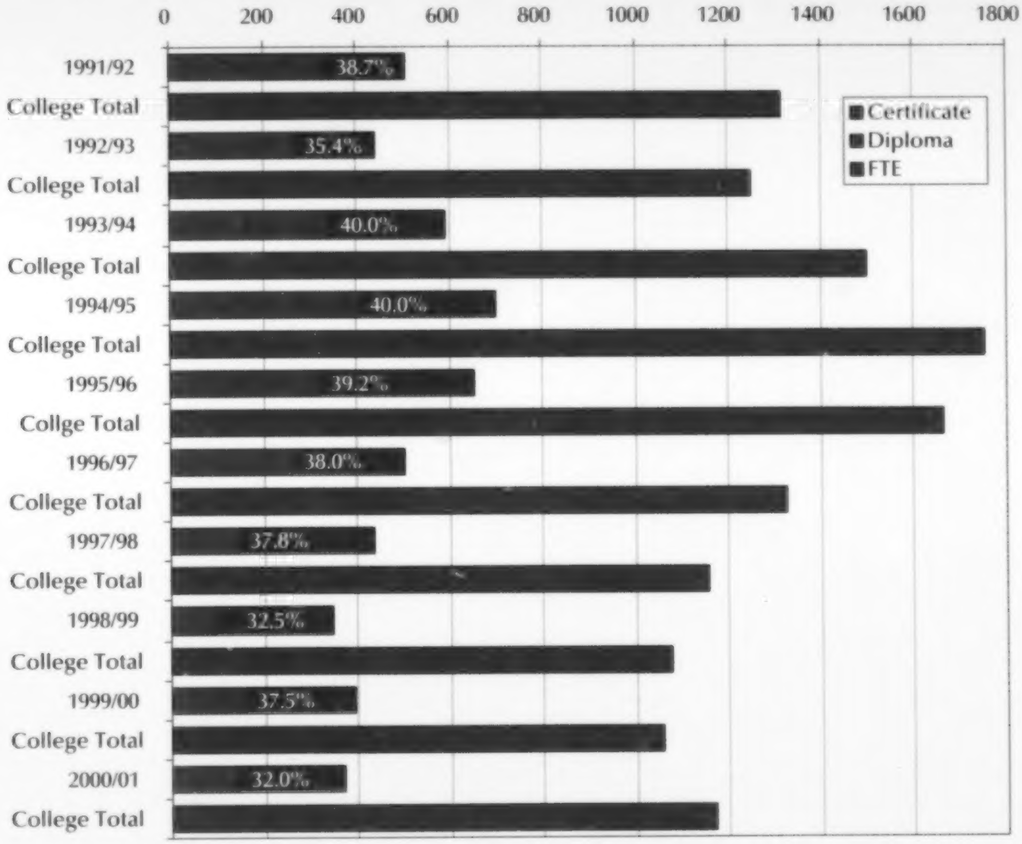
Source: Aurora College Enrolment Statistics, 1991/92 to 2000/01.

Certificate, Diploma and University Partnership Programs

Credit programs lead to an award of a one-year certificate or a two-year or three- year diploma. The highest enrolments on the basis of FTEs occur in these programs at 33% in 2000/01.

The type of certificate, diploma and university/partnership programs offered by Aurora College reflect labour market demands. Aurora College is moving towards increased diploma and university transfer programs, as the market place demands workers with higher levels of education.

Figure 28: Certificate, Diploma and University Partnership Program Enrolments, Aurora College, 1991-1992 to 2000-2001



Note: University Partnership Programs have been added to the Diploma Program totals. For a complete listing of Certificate, Diploma and University/Partnership programs offered by Aurora College between 1995/96 and 2000/01, refer to Appendix 4.

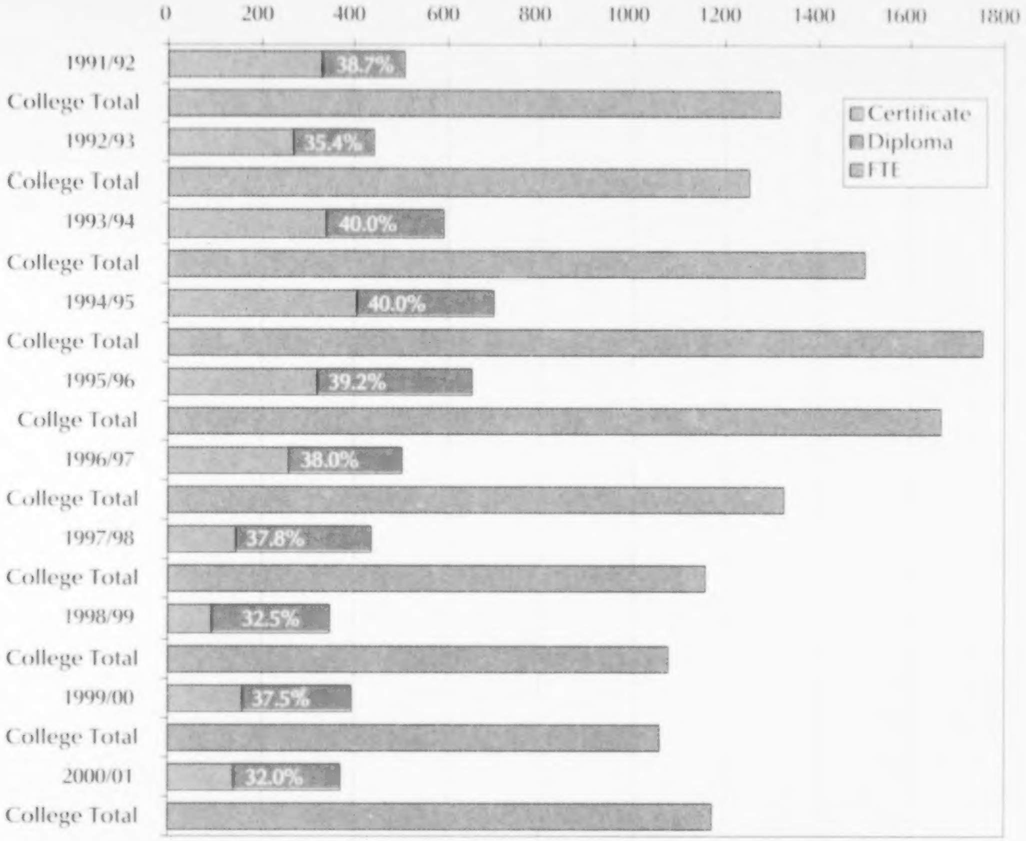
Source: Aurora College Annual Enrolment and FTE Reports, 1991/92 to 2000/01

Certificate programs that have had significant enrolments over the six-year period, 1995/96 to 2000/01, are Office Administration, Home and Community Support Worker, and Early Childhood Education. Certificate programs are offered when demand warrants.

Aurora College has experienced significant shifts in both the demand and types of programs offered at the certificate and diploma levels over the past six years. In the early 1990s the demand for certificate-level programming was high, and the College responded by offering a greater variety of certificate programs. Many graduates of these programs used their qualifications to acquire employment with the GNWT, local governments and other agencies.

Diploma Programs that have had significant enrolments over the same six-year period are: Management Studies, Nursing, Natural Resources Technology, Teacher Education and Social Work. Another diploma program enrolment of note is Fur Garment in its four years of delivery.

Figure 28: Certificate, Diploma and University Partnership Program Enrolments, Aurora College, 1991-1992 to 2000-2001



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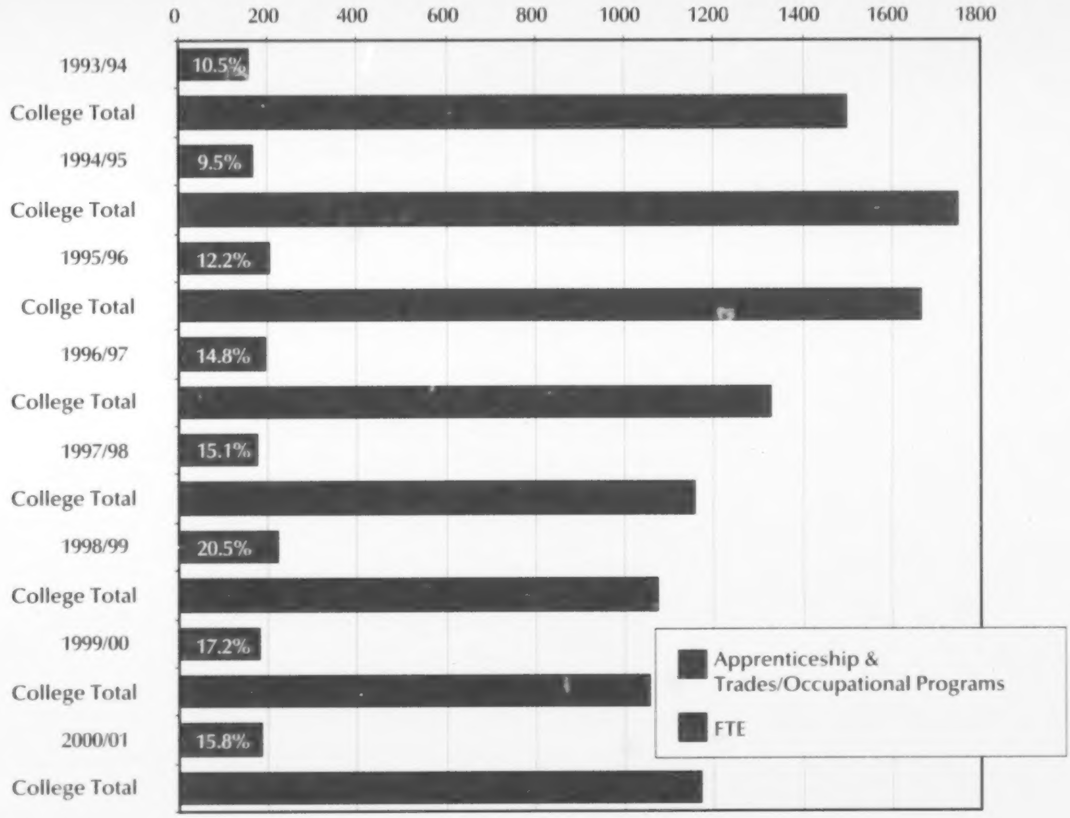
Through the mid-1990s, the College's core two-year diploma programs such as Teacher Education, the Northern Community Alcohol & Drug Program, Natural Resources Technology, and Management Studies remained in high demand. Since the late 1990s Aurora College has experienced a decrease in enrolments in certificate and diploma programs. However, enrolments in the Northern Nursing, Natural Resources Technology and Management Studies diploma programs have increased. In addition, the development of new certificate programs such as Criminal Justice and the Certificate in Computing and Information Systems are addressing emerging gaps in the labour market.

Trades Programs

Enrolments in trades programs are highly sensitive to demand and supply factors in the market place. In 2000/01 trades programs offered at Aurora College accounted for approximately 16% of the 1,171 FTEs (Figure 29). Trades programs include apprentice programs for registered apprentices and other trades and occupational programs.

Five apprenticeship programs are offered: Carpentry, Heavy Duty Equipment Technician, Electrical, Housing Maintainer, Oil Burner Mechanic and Plumbing, as well as numerous pre-apprentice and pre-trades, trades and occupational programs. Trades programs include short-term programs leading to a Record of Achievement in Weather Observing/ Radio Communication and Heavy Equipment Operation. Longer-term programs include pre-employment/pre-apprenticeship as well as the theory portions of the five apprenticeship programs.

Figure 29: Apprenticeship and Trades/Occupational Programs Enrolments Aurora College, 1993/94 to 2000/01



Note: 1998-1999 and earlier years would have reflected Nunavut apprentices as well.

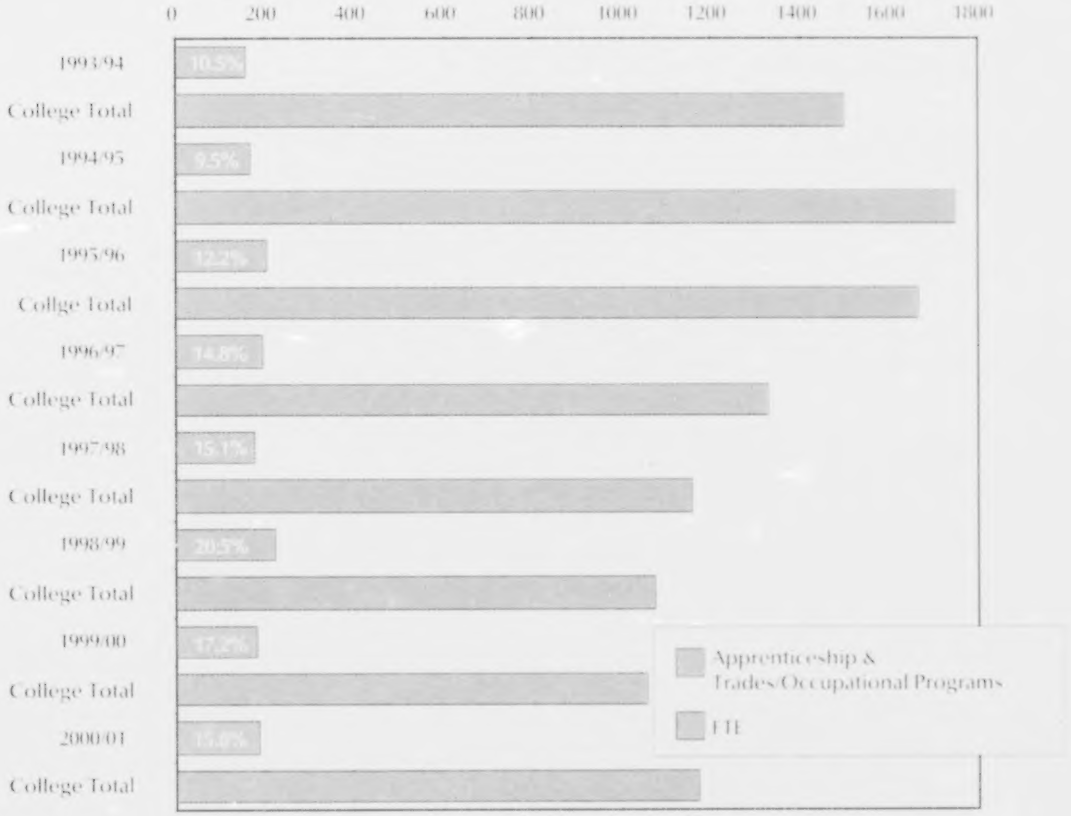
Source: Aurora College Annual Enrolment and FTE Reports, 1993/94 to 2000/01

Trends in Choice of Aurora College Programs by NWTSFA Recipients

NWTSFA recipient enrolments at Aurora College have decreased by 22% from 541 in 1995/96 to 423 in 2000/01. The programs that NWTSFA-sponsored students have enrolled in at Aurora College have been organized into eleven categories. In 2000/01, approximately 24% of the students were enrolled in Business Management and Commerce programs, 16% in Health and Medical Services, 14% in Education, 11% in each of Trades and Occupations, Liberal Arts and Upgrading/College Preparation, 9% in Natural Sciences and Primary Industries, 7% in Social Sciences and Services and 2% in each of Computer and Information Services, Engineering Technology and Personal and Miscellaneous Services.

In 2000/01, 327 of these students were Aboriginal and 96 were Non-Aboriginal. Females comprised 69% of College students receiving NWTSFA.

Figure 29: Apprenticeship and Trades/Occupational Programs Enrolments Aurora College, 1993/94 to 2000/01



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Northwest Territories Apprenticeship Program

Education, Culture and Employment administers the training of northern residents in 40 designated trades and seven occupations in the Northwest Territories.

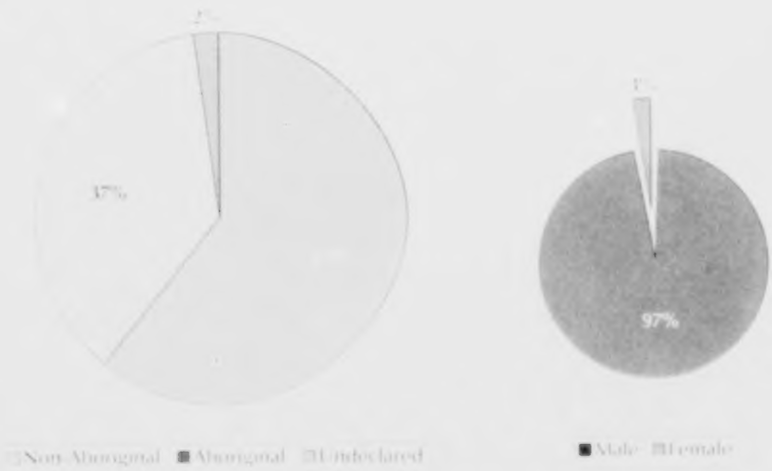
Aurora College provides some of the in-school technical training of 4-12 weeks for apprentices during each 1,800-hour training period. Thirty-four of the 40 designated trades have active apprenticeship training programs. In-school training for Carpenter, Heavy Duty Equipment Technician, Housing Maintainer, Electrician, Oil Burner Mechanic and Plumber is provided through Aurora College. Other technical training takes place in Alberta, Manitoba and New Brunswick. A tradesperson can earn credit for trade-related experience by challenging examinations leading to the completion of trades programs.

As of the January 2002 registered apprenticeship enrolment snapshot, there were 306 active apprentices in the Northwest Territories. Of this total, 113 or 37% were Aboriginal. Women represent 3% of registered apprentices in the trades of Hairstylist, Partsperson, Plumber/Gasfitter and Sprinkler Systems Installer (Figure 30).

It is normal for apprenticeship enrolments to fluctuate with the economy, as employers often do not take on new apprentices when work is scarce. But the economy of the NWT has picked up again. This is reflected in the numbers of apprentices registered: 45% in first year, 24% in second year, 17% in third year and 13% in fourth year. Four years ago the economy of the NWT was not as active as it is now, thus the lower percentage of apprentices in their fourth year.

As of January, 2002, the majority (51%) of the apprentices are signed on with employers in the North Slave, 27% in the Fort Smith and 22% in the Inuvik regions. The trades that have the most registered apprentices are: Electrician at 21%, Plumber/Gasfitter, Automotive Service Technician, and Carpenter at 11% respectively, and Heavy Duty Equipment Technician at 9%.

Figure 30: NWT Apprenticeship Program, Registered Apprentices, by Gender and Ethnicity, 2002



Source: Education, Culture and Employment, January 31, 2002

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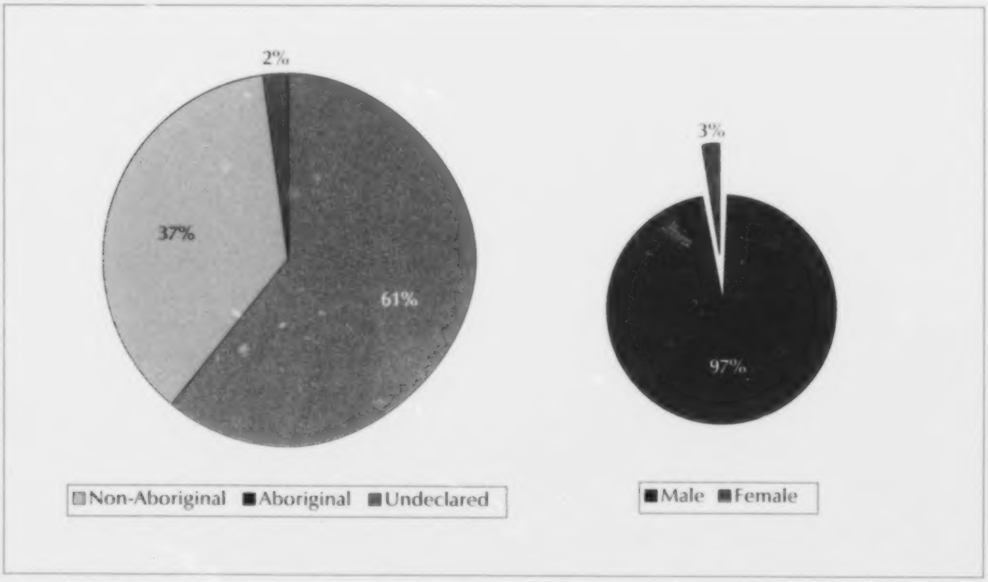


Source: Education, Culture and Employment, January 25, 2002

Enrolments in Northern Community-Based and Private Vocational Institutions

The Department of Education, Culture and Employment supports adult literacy and basic education programs delivered through Friendship Centres and other non-profit, community-based organizations. This support takes the form of a contribution agreement that covers program delivery costs for an identified group of adult learners.

Some private institutions also offer vocational training in a number of specialized areas. Computer training for office applications, commercial pilot training and aircraft maintenance engineering are available in the north through private vocational training. Students enrolled in these institutions may be eligible for NWTSFA.

Pastoral training is available through some of the northern churches. Students enrolled in this training may also be eligible for NWTSFA.

In 2000/01, 101 Aboriginal and 49 Non-Aboriginal students were enrolled in private vocational programs. Females accounted for 67% of the students.

Enrolments in Southern/International Colleges and Institutes

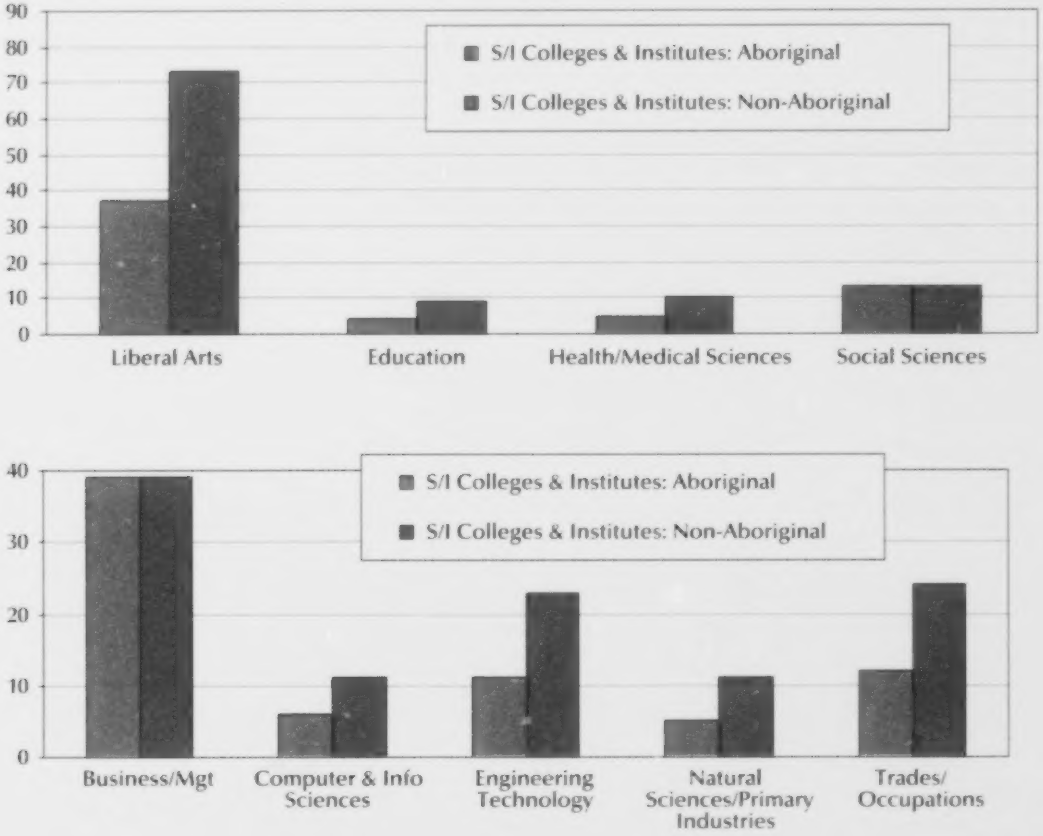
Enrolments in colleges and training institutions outside of the NWT have decreased by 26% from 487 in 1995/96 to 361 in 2000/01. The programs that students are enrolled in have been categorized by ethnicity (Figure 31) and by gender (Figure 32).

In 2000/01, 146 were Aboriginal and 215 were Non-Aboriginal students. Females accounted for 60% of the students. Seventy-three percent of all NWTSFA recipients attending southern/international colleges and institutes studied in Alberta.

Certificates and Diplomas by Field of Study

The certificate- and diploma-level programs of study chosen by NWT students receiving NWTSFA are diverse. For example, in 2000/01, approximately 25% of students attending colleges and institutes outside of the NWT were enrolled in Liberal Arts programs, 23% in Business/Management programs, 14% in Trades and Occupations programs, 6% in each of Engineering Technology, Social Sciences and Services, and Computer and Information Sciences; 4% in each of Natural Sciences and Primary Industries, Health/Medical Sciences and Personal and Miscellaneous Services programs; and 3% in Education programs. The majority of these enrolments were in specialized programs that are not offered at Aurora College (See Appendix 2).

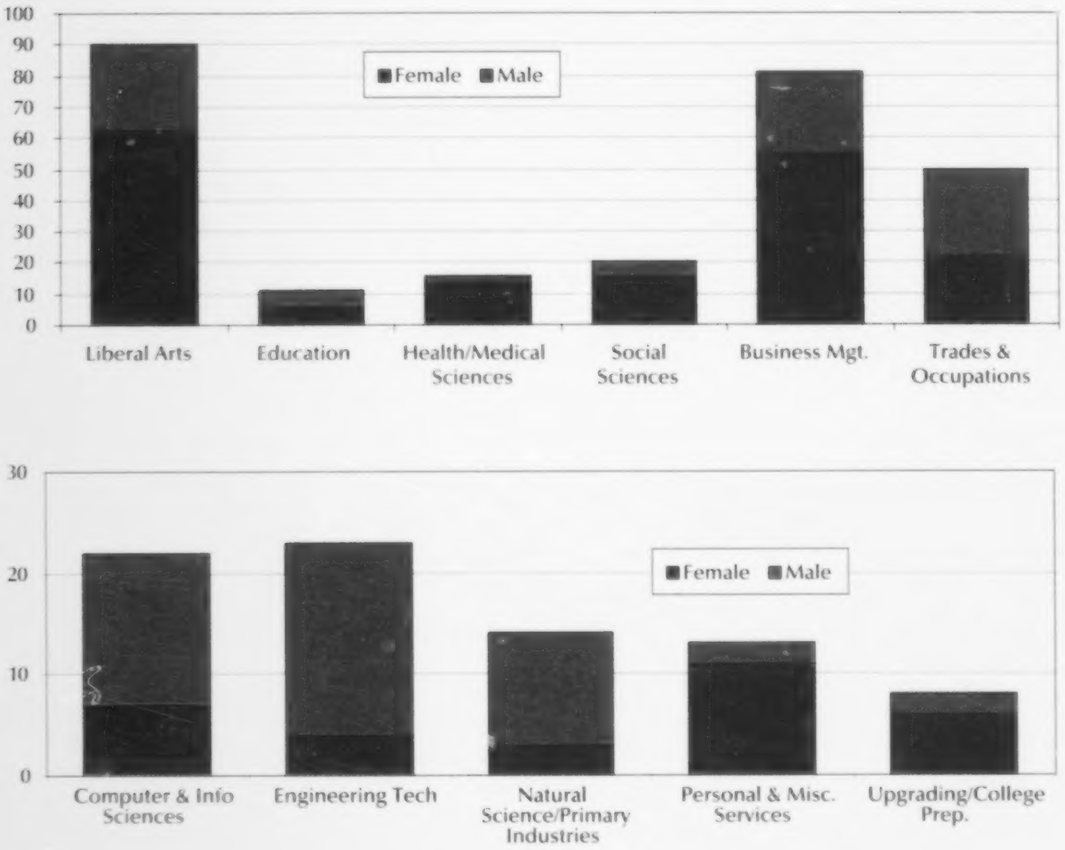
Figure 31: NWTSFA Recipients, Enrolments in Southern/International Colleges and Institutes by Program of Study and Ethnicity, 2000/01



Note: NWTSFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Source: Education, Culture and Employment, April 2002

Figure 32: NWTSFA Recipients, Colleges and International Institutes, Study Program Type and Gender, 2000/01



Note: NWTSFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Source: Education, Culture and Employment, April 2002

There are considerable gender differences by field of study for northern students enrolled in southern/international colleges and institutes. Females are more likely to select studies in liberal arts, social sciences, health/medical sciences, business management, education, personal and miscellaneous services and upgrading/college preparation programs, while male students from the NWT are more likely to select computer and information sciences, engineering technology, natural science and trades and occupations programs.

Enrolment and Participation in University Education

Introduction

The Northwest Territories does not have a university. NWT students wishing to study at a university level have a number of different options:

- study at a southern Canadian or international university;
- pursue university courses by distance education; and/or
- complete university transfer programs at Aurora College.

Aurora College has established a number of cooperation agreements with several Canadian institutions to offer degree-level courses. It is anticipated that this type of arrangement will expand the number and type of degree programs offered throughout the NWT. Aurora College has partnerships in place with Chinook College (for high school courses on-line), Athabasca University (Business Administration), University of Saskatchewan (Teacher Education), University of Regina (Social Work) and University of Victoria (collaborative Baccalaureate Nursing program). Graduates of these programs help to meet the needs of the NWT labour market for skilled professionals.

Enrolments in Universities

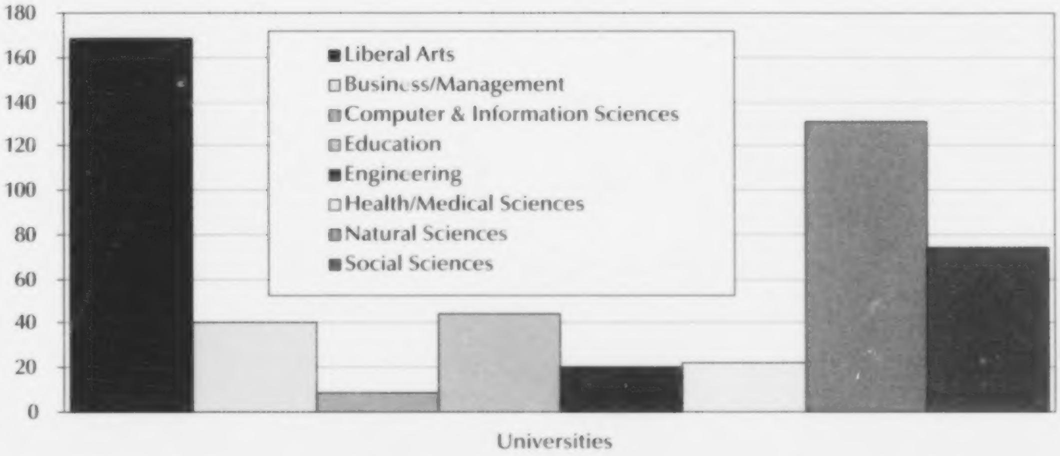
Enrolments in universities have decreased slightly from 529 in 1995/96 to 499 in 2000/01. Of the 499 students receiving NWTSFA to attend university in 2000/01, 111 (22%) were Aboriginal and 388 (78%) were Non-Aboriginal. Females comprised 59% of the students. Greater numbers of Aboriginal female students attended university than male Aboriginal students (74% vs. 37%).

Forty-six percent of all NWTSFA recipients attending a university studied in Alberta, 16% studied in British Columbia, 14% studied in Ontario and 10% studied in Saskatchewan.

University Enrolments by Field of Study

The university level programs of study chosen by NWT students are very diverse. Of the 499 students studying at the university level in 2000/01, 34% were enrolled in Liberal Arts programs, 23% in Science programs, 12% in Social Science programs, 10% in Education programs, 9% in Business/Management programs, 5% in Health/Medical Sciences, 4% in Engineering programs, and 2% in Computer and Information Sciences (Figure 33). See also Appendix 3.

Figure 33: Recipients of NWTSFA Attending University, Full-Time Enrolments by Program of Study, 2000/01



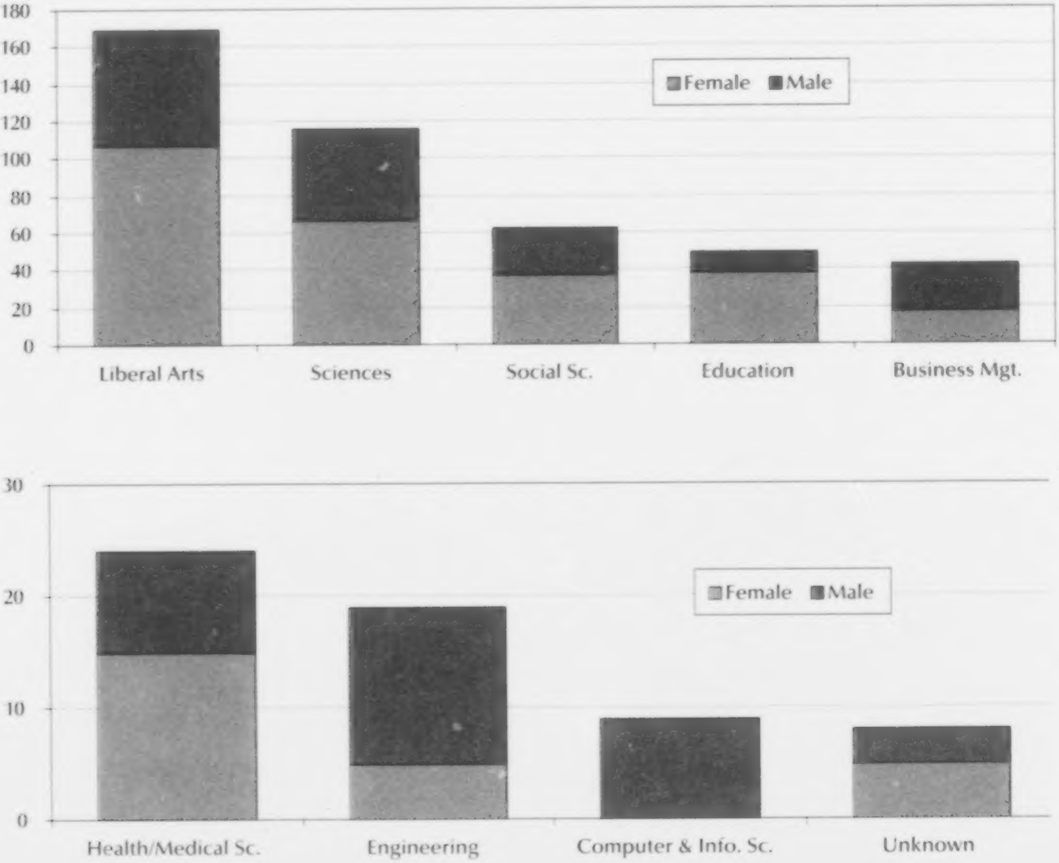
Note: NWTSFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Source: Education, Culture and Employment, April 2002

Distribution of University Enrolments, by Field of Study and Gender

Like the students enrolled in college programs, university-level students from the NWT demonstrate gender and ethnic differences in the types of programs studied.

Figure 34: NWTSFA Recipients Attending University by Field of Study and Gender, 2000/01



Note: NWTSFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Source: Education, Culture and Employment, April 2002

In 2000/01, female students comprised between 63% and 78% of the enrolments in Liberal Arts, Sciences, Social Sciences, Education and Health/Medical Sciences, while males comprised between 58% and 100% of enrolments in Business Management, Engineering and Computer and Information Sciences.

CHAPTER 4

Results of Postsecondary Education

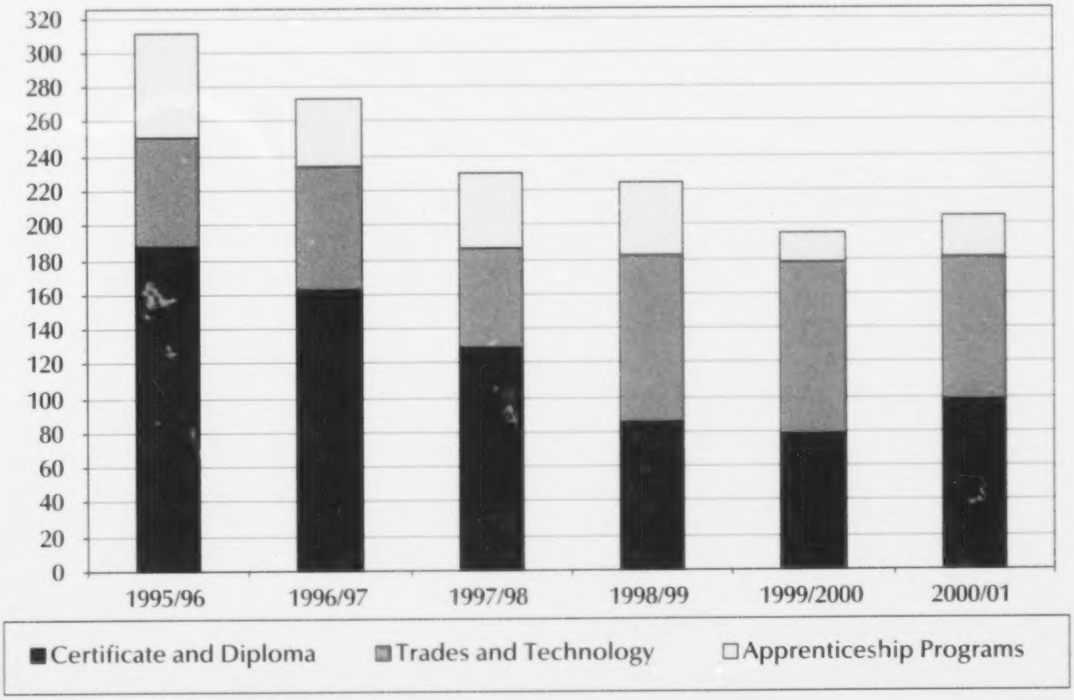
Graduates from Aurora College

Graduates may be awarded parchments from two programming streams:

i) Certificate or Diploma, and

ii) Trades and Technology programs (A Record of Achievement).

Figure 35: Aurora College Program Graduates, 1995/96 to 2000/01



Source: Aurora College Annual Enrolment Reports, 1995/96 to 2000/01.

Aurora College has experienced significant shifts in both the demand for and the types of programs offered at the certificate and diploma levels over the past six years. In the early 1990s the demand for certificate-level programming was high and the College responded by offering a greater variety of programs at this level.

Since the late 1990s, the economic shift and demand for graduates with advanced qualifications has led the College to enhance its diploma offerings as well as expand its delivery of short-term skill programs to meet the demands of the resource-based industries. The Teacher Education diploma program is now a three-year program of study rather than a two-year. Furthermore, new programs such as the Criminal Justice Certificate and the Certificate in Computing and Information Systems are succeeding in addressing emerging gaps in the labour market (see Appendix 4).

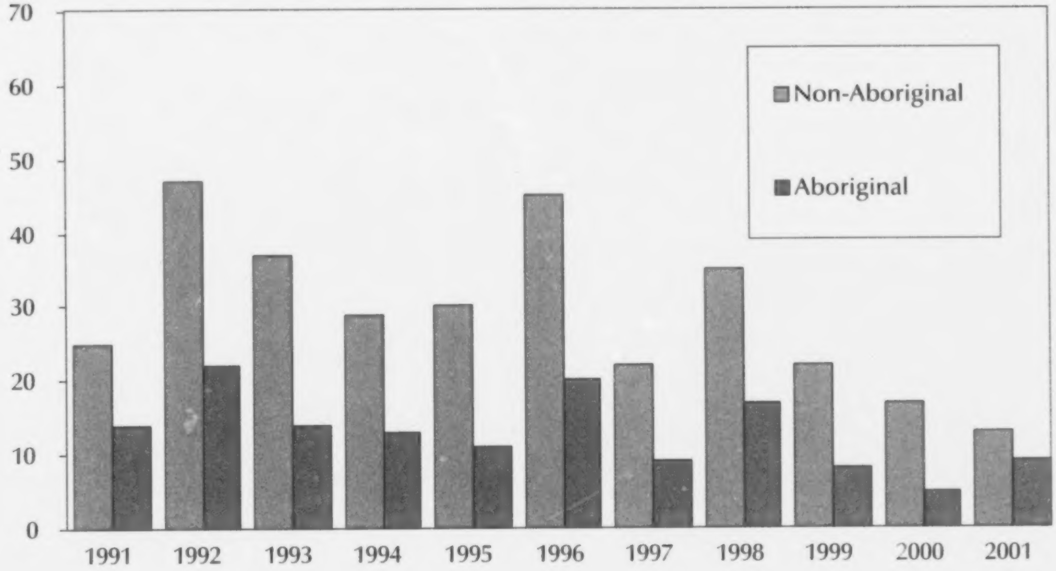
Participation and Performance in Territorial Apprenticeship Examinations

Students enrolled in Trades Apprenticeship programs are deemed to be graduates upon completing the highest level within their program of studies offered by Aurora College (e.g. fourth level of the Carpentry program, second level of the Electrical program). In 2000/01 there were 23 graduates, a decrease of 62% since 1995/96. In 2001, 22 apprentices and nine tradespersons received their Certificate of Qualification, denoting journeyperson status.

As indicated in Chapter 3, the number of students involved in apprenticeship programs fluctuates with the economic climate. In 1996 and 1997 when the economy of the NWT took a downturn, few apprentices were registered. This affects the number of certificates awarded upon completion of the program (generally three or four years later). In contrast, the number of new apprenticeship registrations was at a ten-year high in 2001 reflecting the growing NWT economy. As a result, it can be anticipated that a higher number of certificates for successful completion will be awarded in 2004 and 2005.

Over the eleven-year period 1991-2001, 464 apprentices completed their apprenticeships. Of this total, 322 (69%) were Non-Aboriginal and 142 (31%) were Aboriginal. The rate of completion by ethnicity fluctuates substantially from year to year (Figure 36).

Figure 36: Annual Completion of Apprenticeship, 1991 to 2001



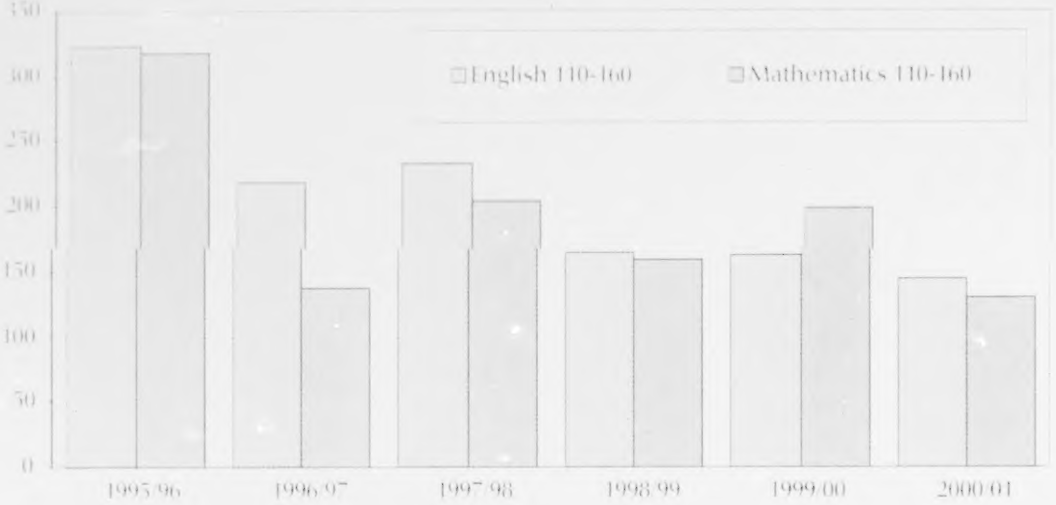
Source: Education, Culture and Employment, February 2002

Student Performance in Adult Literacy and Basic Education Programs

Adult Literacy and Basic Education (ALBE) is a critical program for Aurora College and the Northwest Territories. Since every level of ALBE completed increases the number of career, technical or trade training program opportunities an individual can enter, its importance cannot be underrated. Hundreds of adults in the NWT during the past decade have actively participated in their learning development and accessed further education and training by completing various levels of ALBE. This program serves as an important feeder program for College certificate, diploma and trades/occupational programs. Upgrading and further postsecondary education dramatically increases employment potential as indicated in Figure 11.

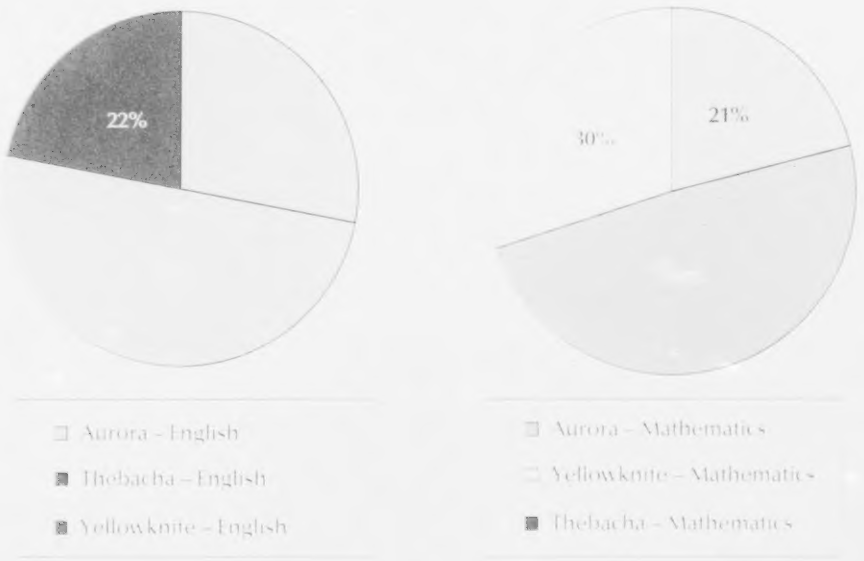
Figure 37 shows the numbers of students who have completed one or more of the English and Mathematics levels for the years 1995/96 to 2000/01. Figure 38 shows the completions of the ALBE levels 110 through 160 at the three campuses and the respective community learning centres in their region.

Figure 37: Adult Literacy and Basic Education - Completed Levels of English and Mathematics, 1995/96 to 2000/01



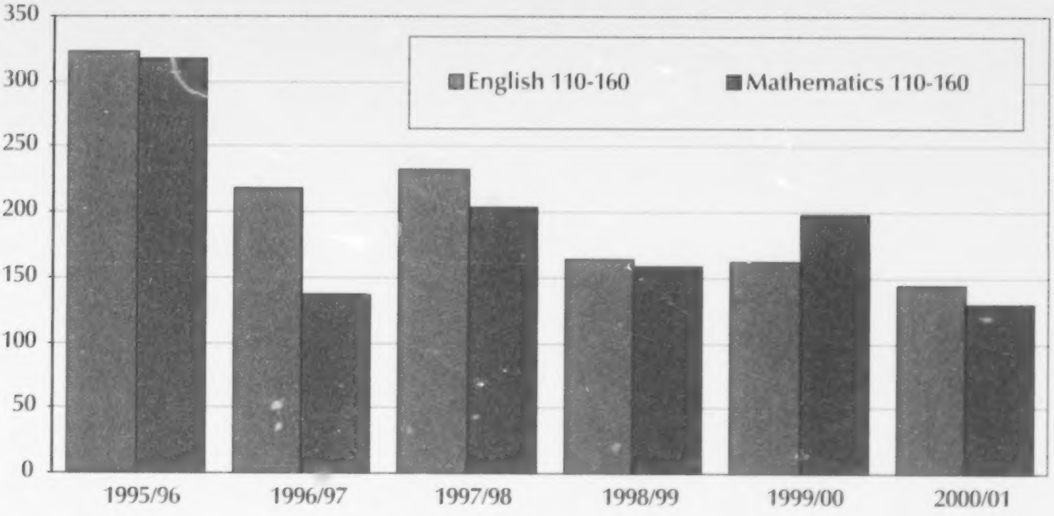
Source: Aurora College Student Records System, 1995/96 to 2000/01

Figure 38: ALBE English and Mathematics Completions Levels 110-160 by Campus, 2000/01



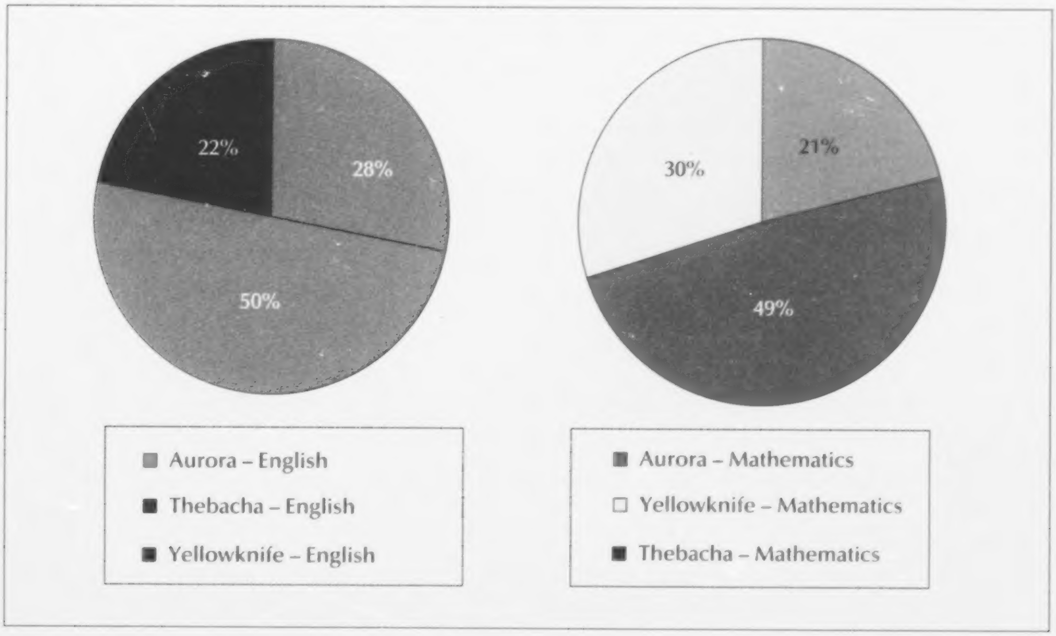
Source: Aurora College Student Records System, 2000/01

Figure 37: Adult Literacy and Basic Education - Completed Levels of English and Mathematics, 1995/96 to 2000/01



Source: Aurora College Student Records System, 1995/96 to 2000/01

Figure 38: ALBE English and Mathematics Completions Levels 110-160 by Campus, 2000/01



Source: Aurora College Student Records System, 2000/01

There are a wide variety of definitions of literacy. While many of these definitions focus narrowly on the ability to read and write, literacy needs to be understood in a much broader focus.

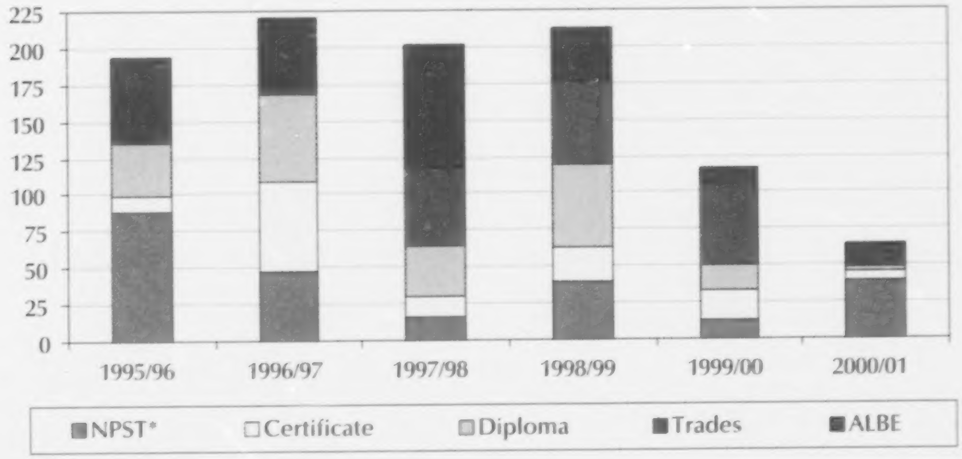
> "Literacy is an individual's ability to listen, speak, read, write, view, represent, compute and solve problems in one or more of the NWT official languages at levels of proficiency necessary to function in the family, in the community and on the job." [14]

In addition to listening, speaking, reading, writing, viewing and representing, there is also the concept of numeracy. Numeracy involves using mathematics to solve problems, communicating and reasoning mathematically, and the application of a variety of mathematical processes.

Successful completion of at least a level 130 English and Mathematics as represented in Figure 39 is the entry pre-requisite into a number of career and trades programs, such as Community Health, and apprenticeship programs such as Cooking, Carpentry, Housing Maintainer, Heavy Duty Equipment Technician and Heavy Equipment Operator.

Figure 39 illustrates the number of students who initially take Adult Literacy and Basic Education courses and then enrol the following academic year in another academic, trades, or career program at the College.

Figure 39: ALBE Completions in Mathematics and English Level 130 and Above, Enrolled the Following Academic Year in a Certificate, Diploma, Trades or ALBE Program, Aurora College 1994/95 to 2000/01



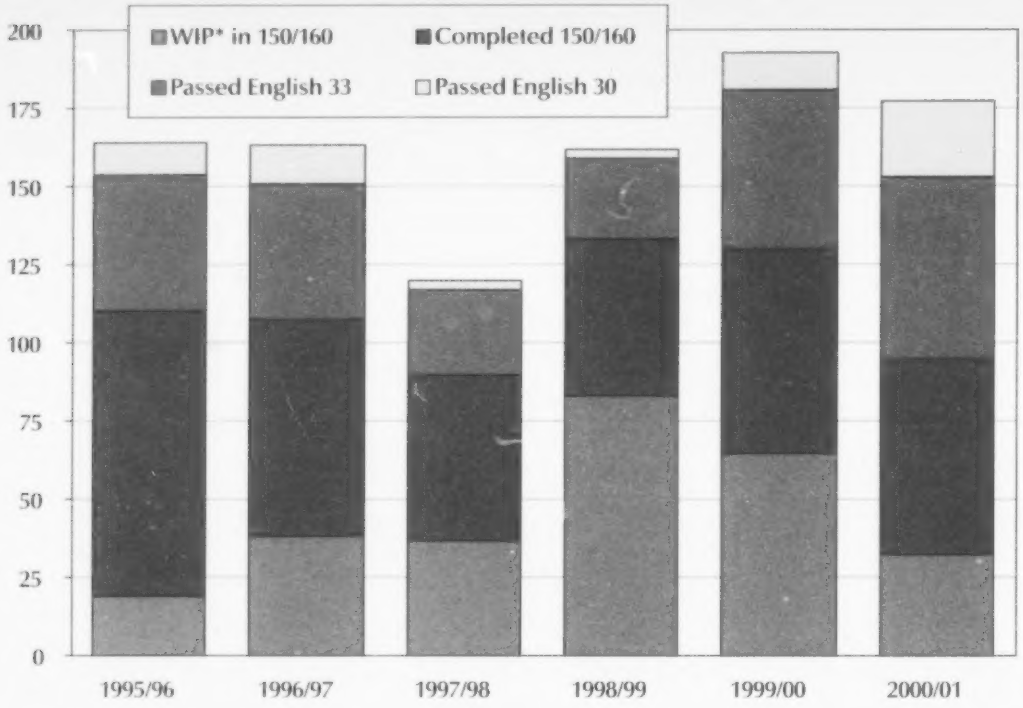
** NPST - no postsecondary training*

Source: Aurora College Student Records System, 1995/96 to 2000/01

Adults who successfully complete English and Mathematics levels 150, as illustrated in Figure 40, can gain entry into advanced career diploma programs such as Management Studies, Social Work, Natural Resources Technology, Teacher Education, Nursing and Recreational Leadership.

[14] *Education, Culture and Employment. 2001. Towards Literacy: A Strategic Framework, 2001-2005.*

Figure 40: Aurora College Students who have passed English 30 or 33 Examination, 1995/96 to 2000/01



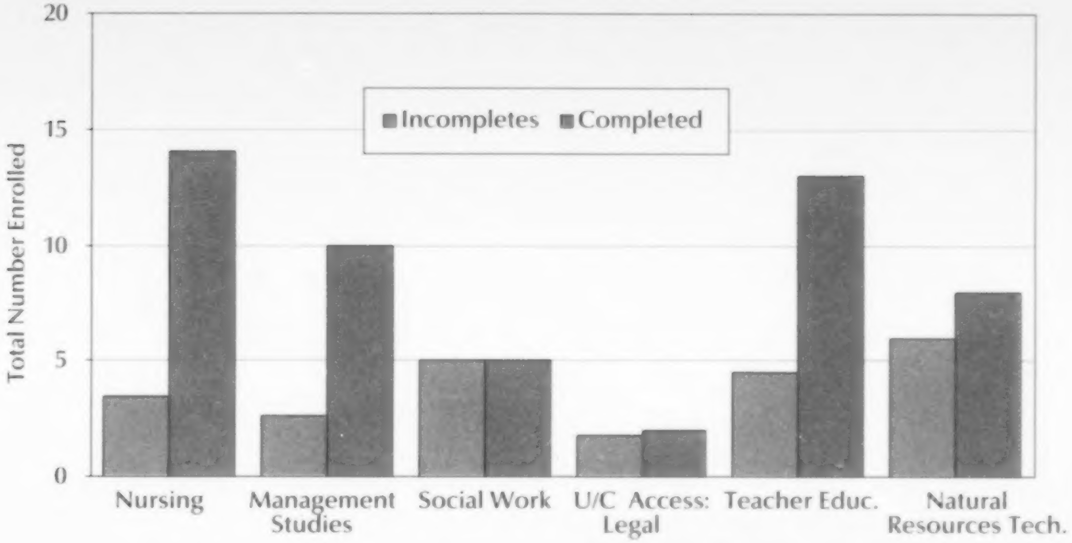
** WIP refers to "Work in Progress" for a given academic year.*

Note: Total number count represents Academic Studies students and "walk-in" students from other College programs and former Academic Studies students.

Source: Aurora College Student Records System, 1995/96 to 2000/01

In order to meet the needs of academically preparing students to successfully challenge certificate and diploma programs, the College initiated a new content-specific academic preparedness program starting in 1993/94 called Nursing Access. Since then academic preparation programs for Management Studies, Social Work, Teacher Education and University College Access (with emphasis on Legal Studies) have been added (Figure 41).

Figure 41: Aurora College Career Access Programs, 2000/01



Source: Student Records System, Aurora College

There is a direct positive relationship between postsecondary education attainment and employment, as illustrated in Figure 11. Individuals with higher literacy skills are less likely to be unemployed, more likely to experience shorter periods of unemployment and more likely to find full-time rather than part-time work. They are also more likely to receive further training than people with lower levels of education.

> "Education impacts employment in a number of ways. There is a clear positive relationship between wage income and education, between education and employment choices and between education and job satisfaction."[15]

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[15] *Common Ground 2000. Report on the Economic Strategy Panel. Government of the NWT. 2000*

Employment of Graduates from Aurora College

> "In today's knowledge-based economy, workers need more education and higher skill levels than ever to succeed. Prevailing economic conditions and the supply and demand characteristics of industries and occupations also have a bearing on the labour market outcomes of recent graduates. Postsecondary graduates represent a large investment in the development of human capital, therefore it is important to monitor their transition from school to the labour market." [16]

In all likelihood the main incentive for continuing beyond high school is to improve one's chances of finding a "good job". A good job means many things, including good wages, opportunities to improve one's career and increased responsibilities. A good job may also imply a strong connection between the skills learned at school and the skills used on the job.

> "Labour market participation and paid employment earnings are crucial to many individuals' and families' economic well-being. An individual's earnings are the single largest source of income."[17]

Aurora College conducts a graduate survey to determine the labour market success of its graduates. The survey also measures feedback on the educational experiences of its former students. This survey is conducted one year after graduation. Results are reported on a college-wide basis. A recent survey analyzed data over a four-year (1997 to 2000) period to determine whether or not any trends were emerging.

One of the measures of the value of postsecondary education is the high rate of employment of graduates (Figure 42). As reported on previous graduate follow-up surveys, Aurora College graduates continue to enjoy a high employment rate. Seventy-eight percent of all respondents were employed and 60% of all respondents were employed in their field of study. Eleven of the 32 programs surveyed reported employment rates of 75% or higher in the field of study.

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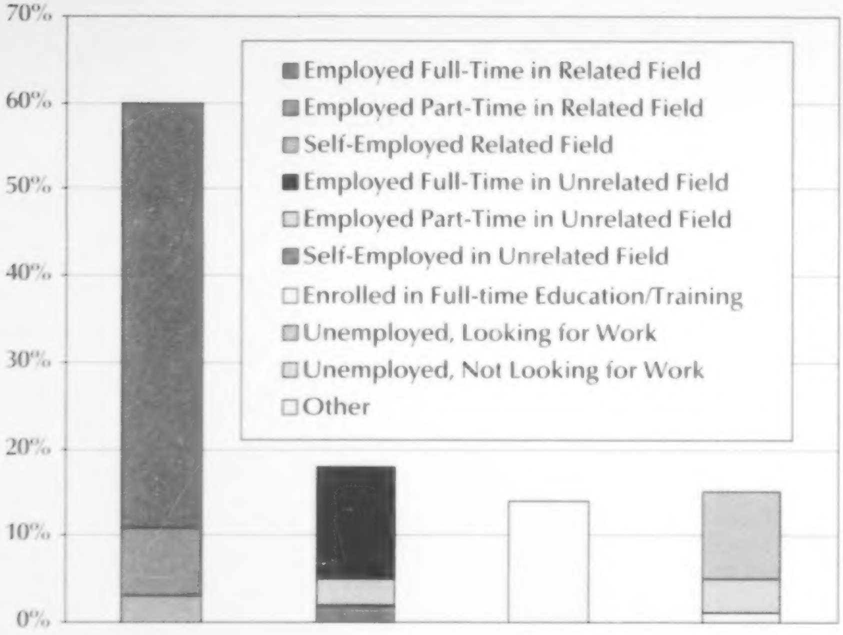
[16] *Council of Ministers of Education, Canada. 2000. "Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program, 1999." Statistics Canada.*

[17] *Scalla, Vivian and Schellenberg, Grant. The Value of Words: Literacy and Economic Security in Canada. Ottawa: Statistics Canada and Human Resources Development Canada. 1998.*

Figure 42: Labour Market Activities of Aurora College Graduates Participating in the Labour Force, 2000



** Responses total greater than 100% because not all the categories are mutually exclusive: many respondents worked two different types of jobs, or were pursuing further education while working.*

Source: Aurora College 2000 Graduate Survey, May 2002

One of the most striking findings from the 2000 graduate survey is that 44% of all respondents after graduating from Aurora College went on to further education directly after graduation or after a period of employment; and of these, 26% did so at the university level, either full-time or part-time.

The NWT labour market has very high demand for people with the highest levels of formal education. College graduates going back to school to complete a baccalaureate program or for a higher level certificate or diploma is a positive indicator of labour force development. Also encouraging was the number of graduates finding employment – 60% in a field related to their training and another 18% employed in an unrelated field. The number of college graduates who report that they are working in their field of study or a field related to their program of study suggests that programs designed to provide knowledge and skills that apply directly to the workplace are particularly important in the college setting and that Aurora College is meeting that objective.

> "For the Post Secondary Education system in total, Human Resources Development Canada (HRDC) projections indicate that over 70% of the new jobs created by 2004 will be in occupations requiring at least some post-secondary training. Occupations generally requiring a university degree accounted for 16.7% of the work force in 1998 – in the period 1999 to 2004, 23.4% of new jobs will require university degrees."[18]

[18] *Council of Ministers of Education, Canada. 1999. Funding and Capacity Study: Post-Secondary Education.*

Many educational studies have highlighted the need for continuing education in support of skills in our dynamic environment. Technology has increased the pace at which business is carried out, and there is a need for employees to be able to respond quickly and effectively to the needs of the organization. This means that it is necessary for employees to continue their education well past the undergraduate and even the graduate level to keep pace with the environment.

Of the 44% of Aurora College graduates surveyed in 2000 who indicated that they had pursued or were pursuing further education since completing their program of study at the College, 37% indicated that they had done so in order to upgrade their skills (and for personal interest respectively). Thirty-four percent indicated that they had entered Aurora College with the direct intention of pursuing further education after graduating.

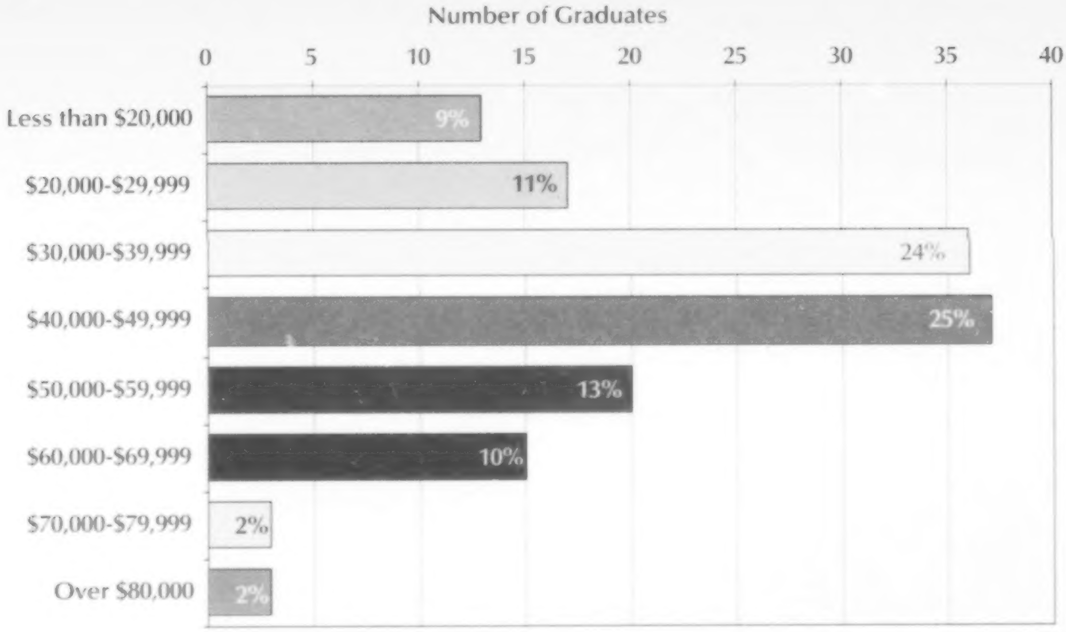
Seventy-five percent of those who pursued further education did so through Aurora College: 41% at a campus or community learning centre location, 27% through an Aurora College university/college partnership or transfer agreement and 7% by distance education through an Aurora College partnership.

Sixty-six percent of graduates pursuing further education indicated that their continuing studies were related to the field they had studied at Aurora College. Ten percent of those who pursued further education did so to the apprentice level, 21% to the certificate level, 24% to the diploma level and 26% to the university level.

Graduates were asked to indicate why they had chosen to pursue postsecondary education at Aurora College. Because many respondents indicated more than one reason for choosing to attend Aurora College, the responses exceeded 100%. Seventy percent of respondents chose Aurora College for its location close to home, 20% for the content of the programs and courses offered, 18% because the programs were unique, and three groups at 13% each chose programs for their northern content; program quality and reputation; and transferability.

Graduates responding to the survey were asked to indicate the salary range of their gross annual income (Figure 43). To improve comparability, income brackets were analysed only for those respondents who were employed full-time or were self-employed.

Figure 43: Salary Range of Aurora College Graduates, 2000

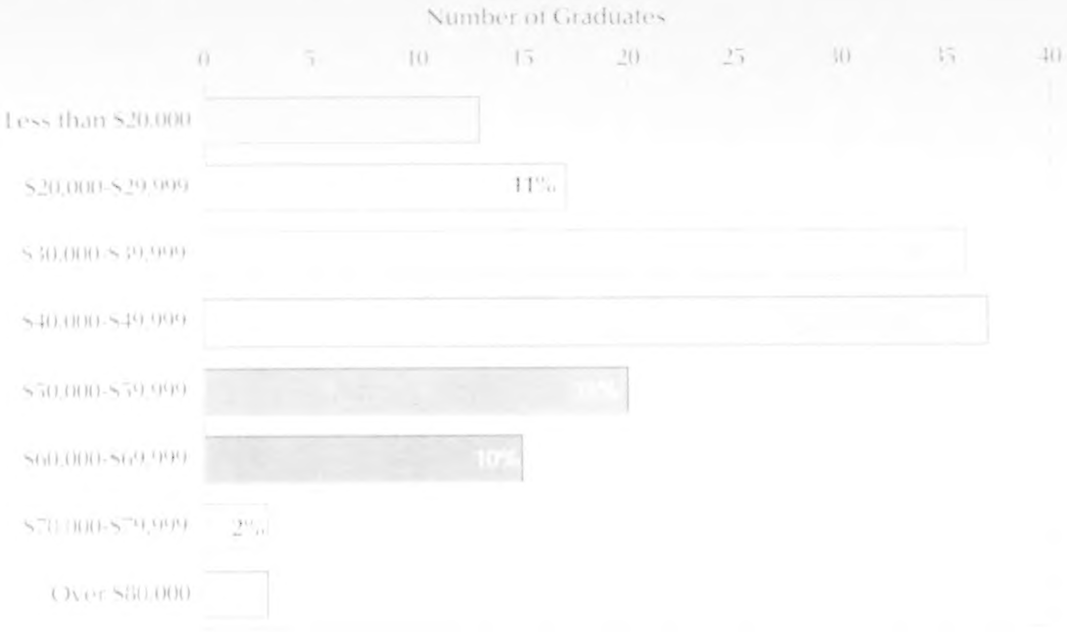


Source: Aurora College 2000 Graduate Survey, May 2002

Of those respondents who were employed full-time or were self-employed, 77% earned more than $30,000 a year, and 52% earned more than $40,000.

Nine percent earned less than $20,000 a year, 11% earned between $20,000 and $30,000, 24% earned between $30,000 and $40,000, 25% earned between $40,000 and $50,000, 13% earned between $50,000 and $60,000, 10% earned between $60,000 and $70,000, 2% earned between $70,000 and $80,000, and 2% earned over $80,000 per year. Three percent chose not to answer this question.

Figure 43: Salary Range of Aurora College Graduates, 2000



Source: Aurora College, 2000 Graduate Survey, May 2002

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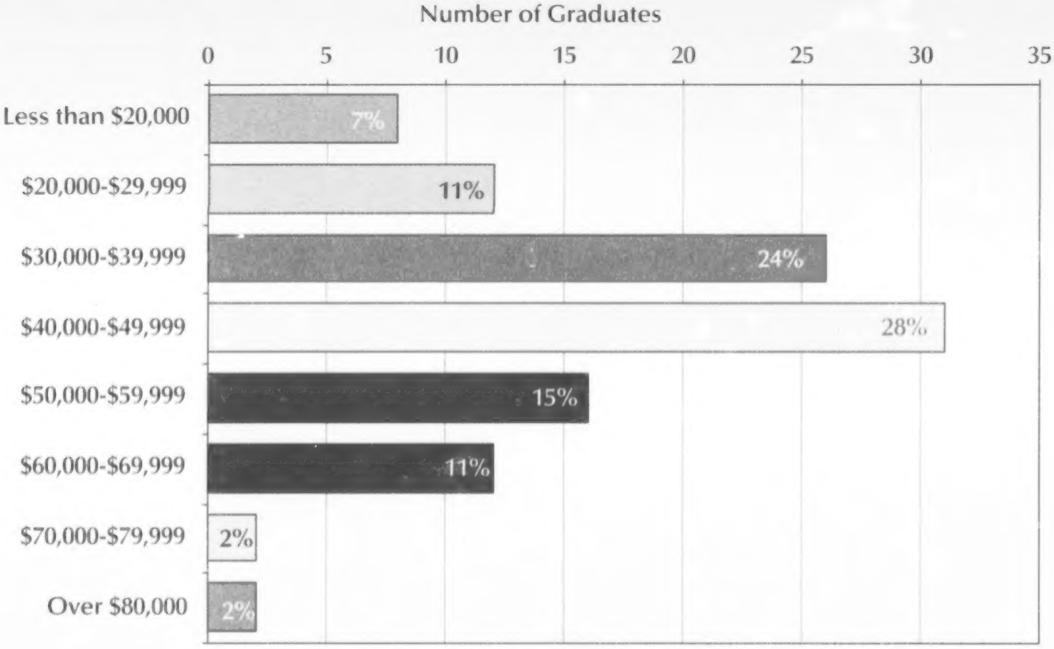
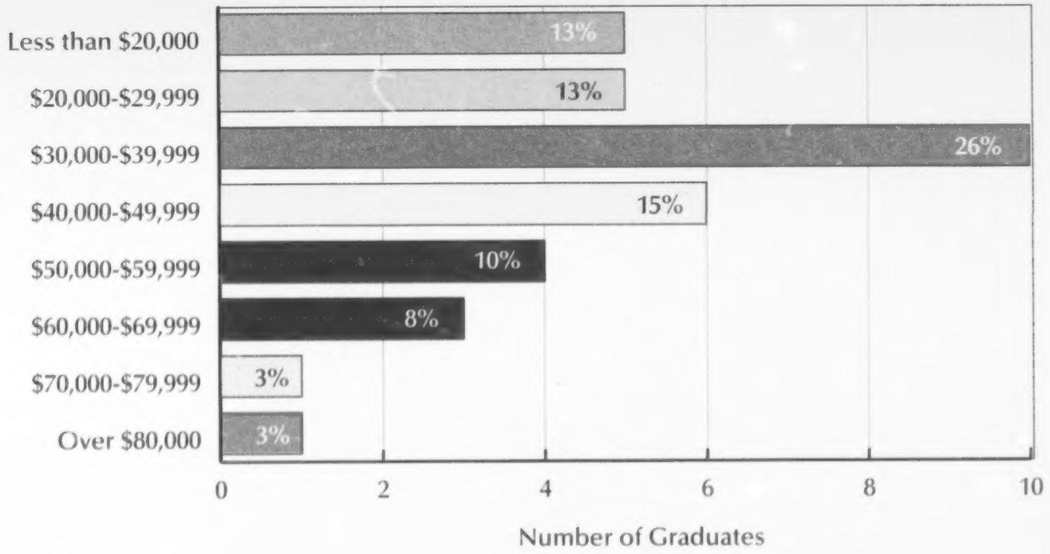
Figure 44: Salary Ranges of Aurora College Certificate and Diploma Graduates, 2000



Source: Aurora College2000 Graduate Survey. May 2002

Eighty-two percent of full-time or self-employed certificate and diploma graduates earned more than $30,000 a year. Twenty-four percent earned between $30,000 and $40,000 a year, 28% earned between $40,000 and $50,000, and 30% earned over $50,000. Only 18% earned less than $30,000 a year (Figure 44).

Figure 45: Salary Range of Aurora College Trades Program Graduates, 2000



Source: Aurora College 2000 Graduate Survey, May 2002.

Sixty-five percent of full-time or self-employed trades graduates reported annual incomes of more than $30,000. Twenty-six percent earned between $30,000 and $40,000, 15% earned between $40,000 and $50,000 and 24% earned over $50,000 a year. Ten percent of trades program respondents did not indicate their salary range (Figure 45).

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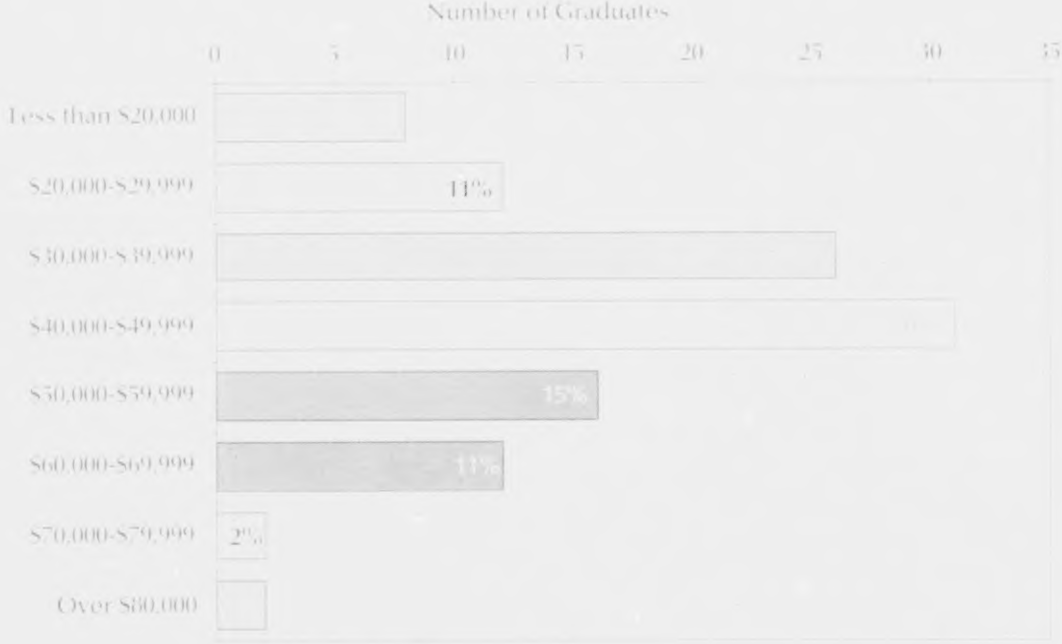

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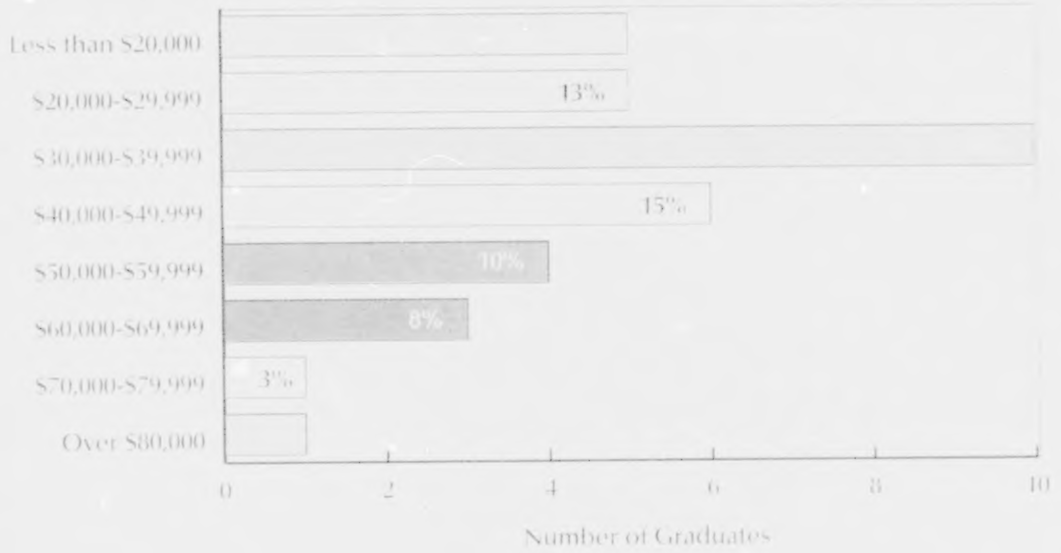

Source: Aurora College, 2000 Graduate Survey, May 2001

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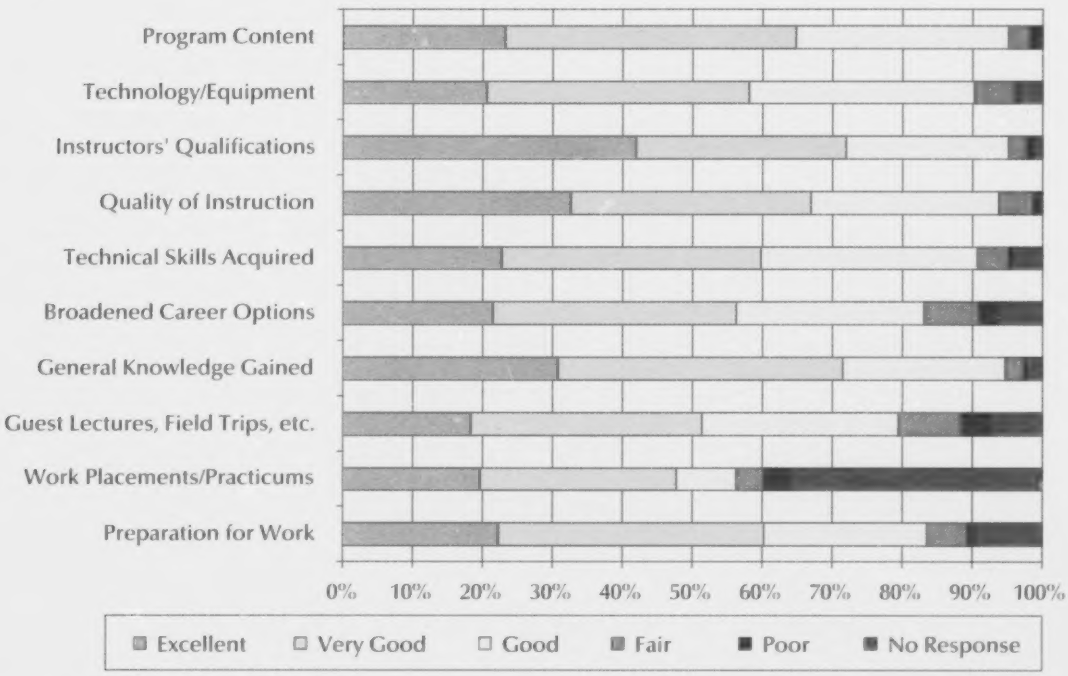
Aurora College Graduates Rate Their Educational Experience

Respondents gave their highest ratings to the qualifications of Aurora College instructors, quality of instruction and to the general knowledge they gained from their programs (Figure 46). The next highest rated elements were: program content, technical skills or preparation in their field, and appropriate technology and /or equipment used by program attended.

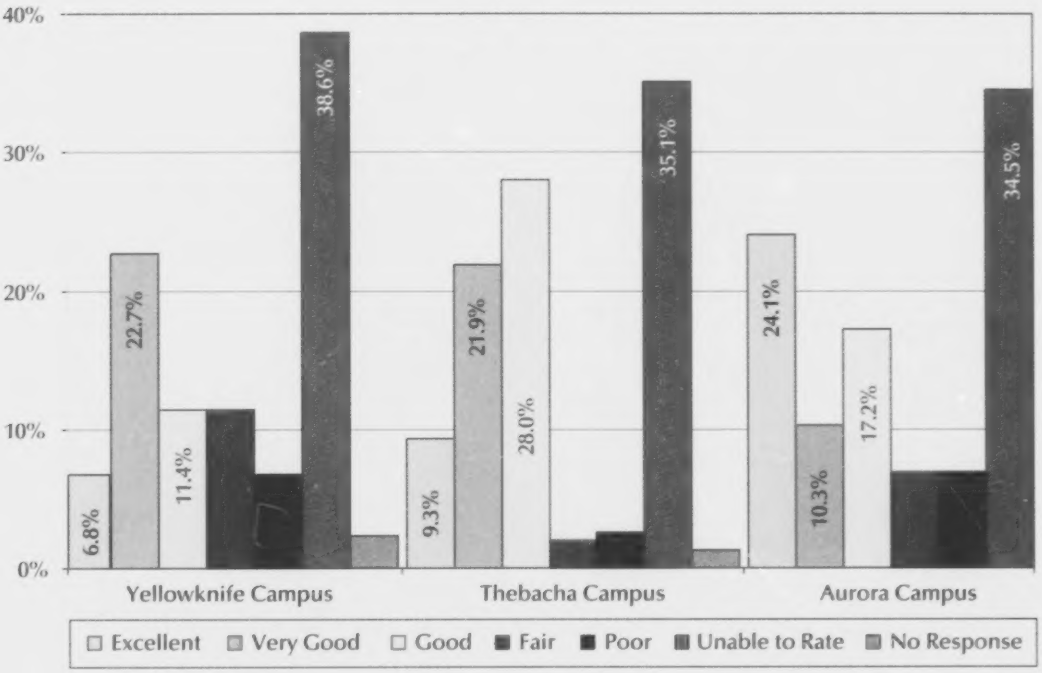
Figure 46: Aurora College Graduates Rate College Programs, 2000



Source: Aurora College 2000 Graduate Survey. May 2002.

A new element in the Aurora College Graduate Survey of 2000 was a section on graduate ratings of College academic counselling and support services (Figure 47). It should be noted that certain aspects and services received a wide variety of ratings: some of these received positive ratings overall, but a negative rating from one or more programs or campuses. However, these ratings should be interpreted with caution, as not all services are available at all campuses. This explains the high number of "unable to respond" responses. Previous graduate surveys had not asked graduates to rate these services.

Figure 47: Aurora College Campus Comparison of Academic Counselling and Support Services, 2000



Source: Aurora College 2000 Graduate Survey, May 2002.

As the NWT's only publicly funded postsecondary institution, public relations and marketing of program successes and graduates' experiences are critical. Aurora College needs to know if it is placing the right emphasis on what students value in their college. Knowing why someone chooses to attend Aurora College is valuable in being able to promote college achievements and make improvements when necessary.

Graduates from Aurora College have a very high opinion of their college. Ninety-eight percent of Aurora College graduates say they will recommend their college to others. Aurora College graduates believe that the College is doing an excellent or very good job in course content, effective teaching methods, providing relevant work experience and in other components of the college experience.

Word-of-mouth advertising continues to be the strongest form of marketing for Aurora College. Many of the respondents indicated they had learned about the College verbally from career development officers, employers, friends, relatives, teachers, and others. The strong impact of word-of-mouth marketing makes it critical that the College have excellent instructional, counselling and student services. Aurora College must also ensure strong communication between itself and industry, career development centres, schools, government departments and non-government organizations to ensure that this high level of promotion continues.

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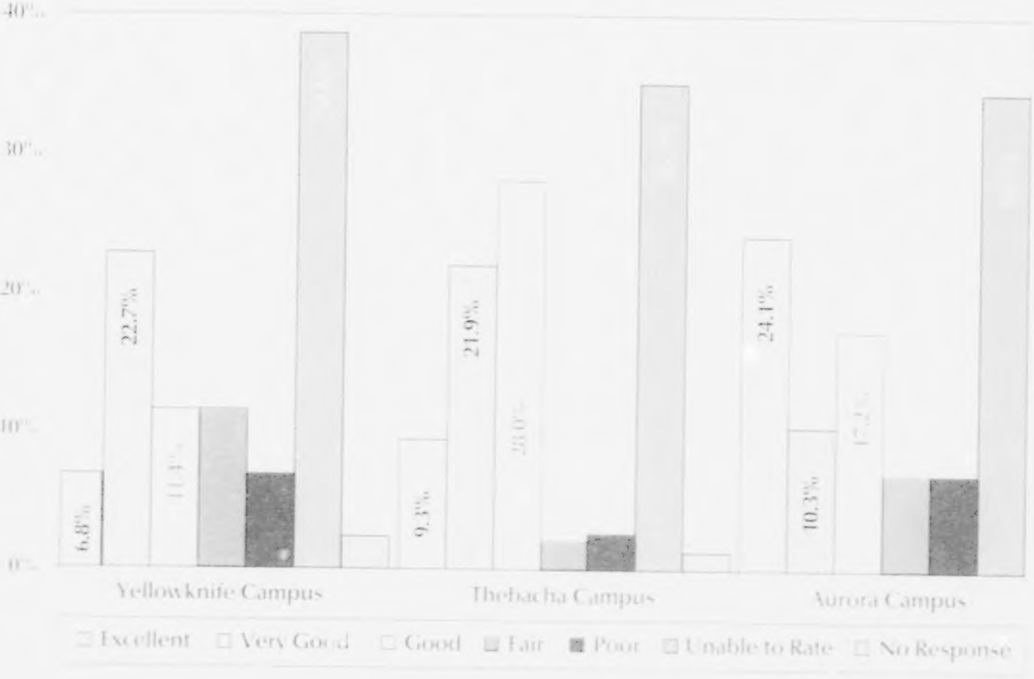

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CHAPTER 5

Lifelong Learning

Summary

In the NWT overall trends indicate that a greater percentage of the adult population is participating in postsecondary education and training. Over the period 1991/92 to 2000/01, there has been a 36% increase in the numbers of adults accessing the NWTSFA program to attend Aurora College, a Northern private institution, southern and international colleges and institutes and Canadian and international universities. Participation peaked in 1995/96 when there was a 45% increase over 1991/92.

The Aboriginal people of the NWT are currently making strides in educational attainment at the high school and postsecondary levels. Over the past decade more individuals are completing various levels between Grades 9 and 12 and more are attaining a postsecondary certificate or diploma. However, a concerted effort must still be made to facilitate and ensure that greater numbers of Northern adults complete a high school diploma.

> "The largest difference in labour market outcomes occurs between those individuals who have completed high school and those who have not."[19]

Findings of the 1999 NWT Labour Force Survey show that 83% of Aboriginal adults between the ages of 15 and 39 years of age do not have a high school diploma. Fifty-nine percent of these adults are between the ages of 15 and 24 years of age. Unemployment is an important measure of the economic well-being of society. In many NWT communities, unemployment is a serious problem. The importance of obtaining a high school diploma for improved labour market outcomes for individuals and their families is equally matched by its importance as an "...ingredient for citizenship, community participation and a sense of belonging."[20]

The educational achievements of children are closely related to those of their parents, therefore, increasing education levels of adults as well as children is very important for the social and economic development of the NWT. The combined factors of household income and parents' educational attainment are two determinants that affect postsecondary participation.

> "Parents with more education tend to share in their children's intellectual pursuits and pass down skills and beliefs that are conducive to achievement."[21]

Young Canadians whose parents have a higher level of education are significantly more likely to pursue postsecondary education.

Numerous Canadian studies have shown that high levels of educational attainments are associated with both high-status and highly paid occupations. A correlation has been drawn between the relationship of educational attainment and an employee's ability to work autonomously, exercise authority over others, and participate in policy making, budgeting, staffing and other types of decision-making. Both private and public sector Northwest Territorial employers have reported that these are important employee attributes.

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[19] *Statistics Canada. The Daily. Monday, February 21, 2000. Education Indicators, p.2.*

[20] *Organization for Economic Cooperation and Development (OECD) and Statistics Canada. Literacy in the Information Age: A Final Report on the International Survey, 2000.*

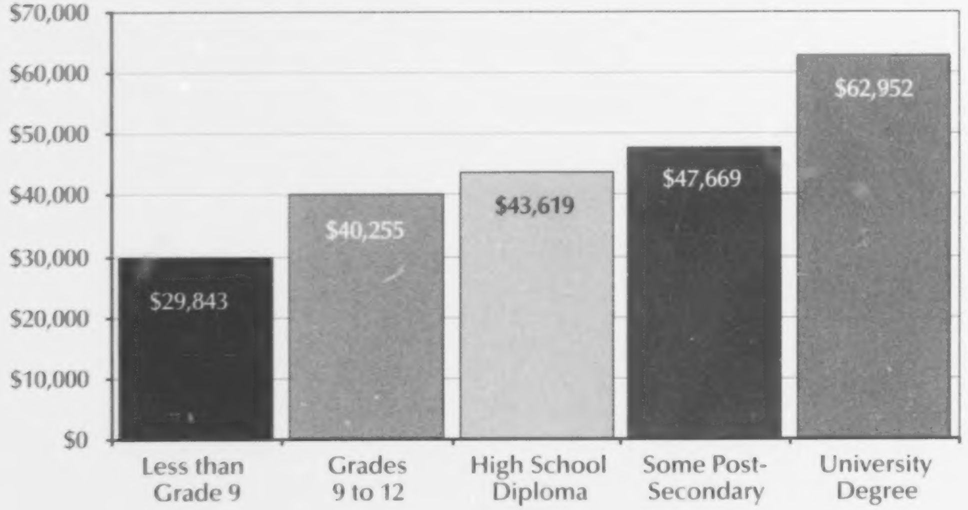
[21] *De Broucker, P. and Lavallee, L. 1998. "Getting ahead in life: Does your parents' education count?" Educational Quarterly Review. 5.2: 30-45.*

An individual's personal income is positively related to employment, and employment is positively related to education, as demonstrated in Figure 48. These three variables go a long way in determining socio-economic status. The dollar value attached to these factors is significant. Highly literate individuals have an average annual income that is approximately double that of individuals with lower literacy skills. Improved literacy skills enhance employment opportunities.

> "The greatest barrier to employment in the Northwest Territories continues to be education levels. Examining employment rates by educational level in 2001 shows that continuing pattern of increasing odds of employment as education levels increase. For 2001, some 32.4% of persons with less than Grade 9 were employed compared with 93.6% of those with a university degree."[22]

Those whose jobs involve supervision, management and decision-making have the opportunity to develop skills that are portable to other organizations, such as leadership, communication and organization. In preparation for the knowledge-based economy and its competitive labour market, those with supervisory, management and decision-making responsibilities may be better equipped than others to advance their careers and recover from job losses.

Figure 48: Average Income: Population 15 Years and Older Working Full Year, Full-Time



Source: NWT Bureau of Statistics. 1999 Labour Force Survey.

Statistics from Canada's 1993 Survey of Labour and Income Dynamics and the 1994 General Social Survey indicate that, with a few exceptions, education is one of the strongest predictors of an individual's ability to access occupations offering autonomy and authority in the workplace.[23]

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[22] *NWT Bureau of Statistics. 2002 Socio-Economic Scan.*

[23] *Butlin, George and Oderkirk, Jillian. 1997. Education Quarterly Review. Volume 4, Number 1. "Educational attainment – a key to autonomy and authority in the workplace."*

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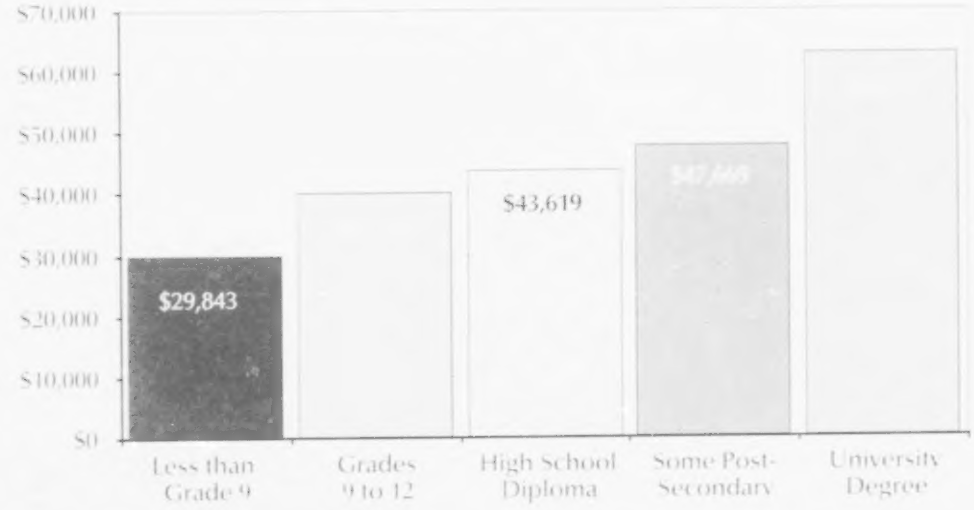

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NWT *Bureau of Statistics, 2002 Socio-Economic Scan*

Butlin, George and Oderkirk, Jillian. 1997. Education Quarterly Review, Volume 4, Number 1. "Educational attainment: a key to autonomy and authority in the workplace."

Appendices

Appendix 1:

Glossary of Terms Used in This Publication

Access Programs	Are 150 and 160 level Adult Basic Education courses with special emphasis on preparing people for careers in professional occupations.
Adult Basic Education	Adult Basic Education courses include levels 110-160 in English, Mathematics, Science, Social Studies, College and Career Preparation and Aboriginal Language. Electives are: Computer Studies, Traditional Knowledge, Work Experience and Recreation.
Adult Literacy and Basic Education	Programs are part of a holistic and integrated process of learning, based on life experiences, shared knowledge, and decision-making by learners. Adult Literacy and Basic Education programs contribute to personal growth and social development and recognize and value learners' prior knowledge and experience. Adult Literacy and Basic Education programs also include Aboriginal/culturalliteracy and recognize its role in the survival, development, and empowerment of the language communities.
Adult Participation in Formal Education	Participation in formal education and training by persons aged 17 years and over on a part-time or full-time basis.
Apprenticeship Programs	Apprenticeship programs provide training and experience for employment in the trades. Apprentices and employers sign contracts that are registered with the Department of Education, Culture and Employment. Programs vary in length from one to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with six-to-eight-week periods of in-class training each year. The in-class portion is usually taken at a post-secondary institution during the apprenticeship training. Graduates of apprenticeship programs can receive both a Certificate of Apprenticeship and a Certificate of Qualification.
Bachelor's and First Professional Degrees	These include all bachelor's degrees so named, whether specialized or general, and all professional degrees that are neither bachelor's nor master's degrees (such as M.D., D.M.D., D.D.S., and D.V.M.)
Community Colleges	The term "Community College" refers to community colleges, CEGEPs, technical institutes, hospital and regional schools of nursing, and establishments providing technological training in specialized fields.

Credit	One credit is defined as 15 hours of instruction.
Credit Course	A credit course is a course in an approved Certificate or Diploma program for which a credit has been assigned.
Certificate Program	A certificate program usually consists of a sequence of ten three-credit courses leading to certification. Certificate programs may also include a practicum/internship component.
Diploma Program	A diploma program usually consists of a sequence of twenty three-credit courses. Diploma programs may also include a practicum/internship component.
Educational Attainment	This is defined as the highest level of formal education completed by an individual according to the following categories: Less than high school includes individuals having completed elementary school and those with less than high school completion. High school graduate includes individuals who have obtained a high school graduation and includes persons who have some postsecondary education, albeit uncompleted. Trade-vocational graduate includes individuals who have obtained a trade certificate or diploma from a vocational or apprenticeship training program. College graduate includes individuals who have obtained a non-university certificate or diploma from a community college. University graduate includes individuals who have obtained a university certificate, diploma or degree.
Employed	Employed persons are those who, during a particular timeframe, did any work for pay or profit, or had a job and were absent from work.
Employment Rate	The number of persons employed as a percentage of the population.
Field of Study	The predominant discipline, area of learning, or subject specialization of studies.
Full-Time Equivalency	All Aurora College enrolment numbers are converted to "Full-time Equivalent Students" (FTE) to allow for the evaluation of enrolments in a consistent manner. FTE calculations are one full-time student equals one FTE. Part-time students are converted to FTE using a ratio of ten courses to one FTE for all programs except apprentice programs where the ratio is four courses to one FTE.

Labour Force	The labour force is composed of that portion of the civilian, non-institutional population 15 years of age and over who are actively participating in the labour force. For the reference period in question, it includes employed and unemployed persons. Employed persons are those with a job or business, and unemployed persons are those without a job or business who are looking for work.
Labour Force Participation Rate	The labour force participation rate represents the labour force expressed as a percentage of the population 15 years of age and over.
Literacy	Is the ability to read, write, calculate, speak and understand as well as communicate with others. It promotes the ability to understand and use information and communication technologies. Literacy is critical to the ability to function as an individual and to participate and contribute in one's family, community, culture, work place, or any other group that one interacts with on a regular basis.
Median Age	Median age means that half of the students were older than this age and half were younger.
Record of Achievement	Is a document that is issued to a student who successfully completes a College program or course for which a grade is assigned and which is other than a Certificate or Diploma program.
Transfer Credit	Transfer credit is the awarding of course credits that were formally earned from another institution for an equivalent course.
Universities and Other Degree-Granting Institutions	These include: Universities – independent institutions granting degrees in at least arts and sciences Colleges of Theology – independent institutions granting degrees only in theology. Liberal Arts Colleges – independent institutions granting degrees only in arts. Other – independent institutions granting degrees in specialized fields other than theology (such as engineering, fine arts).

Appendix 2

Composition of aggregated programs enrolled in by NWTSFA students in Canadian/International Public and Private Colleges and Vocational/Technical Training Institutions

Generic Field of Study	*Field of Study*
Liberal Arts	Fine Arts, Theology, Audio-Visual, Communication, Fashion Design, Graphic Design, Recreation Facilities, Outdoor Education, Community Recreation Leadership, Crafts, Media Resources, Theater, General Studies, Library Assistant, Museum Technology, Media Resources, Court Reporter, Community Development, Visual Arts
Business Management & Commerce	Business Administration, Commerce, Accounting, Hotel Administration, Hospitality/Administration Management, Office Administration, Basic Office Procedures, Marketing, Bookkeeping, Administrative Assistant, Legal Administrative Assistant, Lands Administration and Management, Golf Course Management, Paralegal/Legal Assistant
Computer & Information Sciences	Computer, Programming, Computer Technology, Information Sciences and Systems, Information Technology
Education	Education, Teacher Education Program, Classroom Assistant, Aboriginal Language Specialist, Early Childhood Education, Special Education, Home Day Care
Engineering Technology	Aero Mech. Engineering, Aviation/Pilot Training, Petroleum Technology, Power Engineering Technology, Printing Technician, Surveying Technician, Pre-Technology, Electronics, Drafting, Computer Engineering Technology/Technician, Architectural Engineering Technology/Technician, Civil Engineering Technology, Automotive Engineering Technology/Technician, Mechanical Engineering Technology/Technician, Mining Technology/Technician, Petroleum Technology/Technician, Construction Building Technology/Technician
Health/Medical Sciences	Dental Assistant, Dental Hygienist, Dental Laboratory Technician, Bio-Medical Services, Medical Assistant, Health Records Technology/Technician, Paramedic/E.M.T.,
Health/Medical Sciences	Respiratory Therapy, Speech Therapy, Registered Nurse, Registered Nursing Assistant, Rehabilitation, Athletic Therapy, Community Health/Services, Medical Lab Technology, Physiotherapy, Therapeutics, X-Ray Technology, Laboratory Technology, Ophthalmic/Optometric Services, Health Aide, Audiology, Residential Aide

Natural Science & Primary Industries	Biology, Forestry and Related Sciences, Forestry Technician, Chemistry, Environmental Sciences, Mathematics, Navigation, Natural/Renewable Resources Technology, Veterinary Medicine, Urban/Regional Planning, Agriculture, Geology, Natural Resource Management, Horticulture
Personal and Miscellaneous Services	Esthetician/Cosmetologist, Massage, Barber/Hairdressing/ Hairstylist, Electrolysis Technician, Travel Counselling, Baker/Pastry Chef, Bartender/Mixologist, Kitchen Personnel/ Cook and Assistant Training, Meat Cutter, Waiter/Waitress and Culinary Arts
Social Sciences & Services	Counselling, Social Work, Criminology, Legal Assistant, Journalism, Library Sciences, Native Studies, Psychology, Residential Aide, Homemaker's Aide
Trades/Occupations	Mechanic, Carpentry, Heavy Equip. Operator, Trade Orientation, Air Conditioning & Refrigeration, Hospitality, Transport Truck Driver, Underwater/Scuba Diving, Leisure Services, Communication Electrician, Photography, Welding, Fire Protection and Safety Technology/Technician, Police/Security, Plumber, Electrical/Electronics Equipment Installers and Repairers, Auto/Automotive Mechanic/Technician, Drafting, Machinist, Painting and Decorating, Introduction to Diamonds, Fire Prevention
Upgrading/College Prep.	Upgrading/College Prep. (UCEP)

Sources: *Statistics Canada. 1990. Classification of Instructional Programs.*
Nova Scotia Council on Higher Education. 2000. Annual Report. Undergraduate and First Professional Program Groupings.
Nova Scotia Council on Higher Education. 2000. Annual Report. Graduate Program Groupings.

Appendix 3

Composition of aggregated programs enrolled in by NWTSFA students in Canadian/International Universities

Generic Field of Study	*Field of Study*
Liberal Arts & Sciences	Fine Arts and Art Studies, Theological Studies, History, Archaeology, Philosophy, Theater, Fashion Design, Interpreter/Translator, Languages, Linguistics, Outdoor Recreation, Communication, Recreational Facilities, Library Science/Librarianship, General Studies, Humanities, Economics, Anthropology, Geography, Urban Affairs, Music, International Studies, Interior Design, Museum Studies
Business/Management	Business Administration, Commerce, Accounting, Management Studies, Entrepreneurship
Computer Studies	Computer, Computer Information Systems, Systems Analyst
Education	Education, Indian Teacher Education Program (ITEP), Early Childhood Education, Adult Education, Physical Education
Engineering	Engineering, Engineering (Chemical), Architecture, Engineering (Civil), Mining Technology, Engineering (Mechanical), Geology, Petroleum, Systems, Mining and Mineral Engineering, Metallurgical, Marine Navigation, Architecture, Engineering (Electrical), Engineering (Mechanical), Instrumentation, Marine Engineering
Health/Medical Sciences	Registered Nurse, Medicine, Dentistry, Community Health, Pharmacy, Physiotherapy, Chiropractic, Midwifery, Physiology, Occupational/Physical Therapy, Optometry, Veterinary Medicine, Rehabilitation, Bio-Medical Services, Kinesiology
Sciences	Biology, Botany, Microbiology, Marine/Aquatic Biology, Forestry, Chemistry, Environmental Sciences, Mathematics, Agriculture, Horticulture, Ecology, Geology, Natural Resource Management, Physics, Home Economics, Mathematics, Statistics, Zoology, Astronomy
Social Sciences	Law, Political Sciences, Sociology, Geography, Psychology, Native Studies, Anthropology, Criminology, Economics, Social Work, Counselling, International Studies, Journalism, Municipal Government, Urban/Regional Planning

Sources: *Statistics Canada. 1990. Classification of Instructional Programs.*
Nova Scotia Council on Higher Education. 2000. Annual Report. Undergraduate and First Professional Program Groupings.
Nova Scotia Council on Higher Education. 2000. Annual Report. Graduate Program Groupings.

Appendix 4

Aurora College Full-time Equivalent Enrolments in Certificate, Diploma and University Partnership Programs, 1995/96 to 2000/01

Program Area – Certificate	**1995/96**	**1996/97**	**1997/98**	**1998/99**	**1999/00**	**2000/01**
Early Childhood Educ. Cert.	25.5	29.7	34.4	6.7	12.6	5.6
Alc. & Drug Counsellors	24.2	26.6				
Comm. Health Rep.	2.0				0.9	1.8
Renewable Res. Tech.	7.0					
Office Administration	39.0	15.0	35.1	41.5	56.8	56.0
Management Studies	58.7	110.1	8.3	0.6		
School Counsellor	10.0		13.4	9.0		
Comm. Admin. Cert.	24.0	11.0	9.6			
Comm. Office Proced.	35.5	9.0	13.1			
Comm. Lands Admin.			1.5			
Abor. Lang. Teach. Cert.	4.7	4.2	0.8	1.3	5.1	9.2
Career Development			3.5	10.9	9.2	5.2
Fine Arts & Crafts	62.0	.5				
Jewellery & Metalwork					11.0	9.0
Cert. In Adult Educ.	17.6	21.5	10.9	7.6	26.9	18.3
Home & Comm. Support	10.0	15.0	12.0		16.0	9.0
Long-Term Care Aide		1.1			11.1	1.0
Adv. Nursing Skills				15.9	5.0	4.2
Cert. Nursing Assist.					6.3	0.5
Certificate in Computing						11.0
Community Develop. Cert.						3.1
Cert. In Criminal Justice						8.3

Program Area – Diploma	**1995/96**	**1996/97**	**1997/98**	**1998/99**	**1999/00**	**2000/01**
Rec. Leader Diploma	28.0	18.0	10.7	4.0	10.0	6.7
Teacher Educ. Diploma	66.5	27.6	21.4	14.6	16.4	38.9
Nursing Diploma	50.5	52.7	46.1	43.7	48.5	55.2
Social Work Diploma	19.0	13.5	17.9	10.0	6.1	17.2
Natural Resources	16.0	30.1	23.4	28.6		
Renewable Resources	14.0	3.0	0.1			
Natural Res. Tech. Diploma					26.4	30.4
Management Studies Diploma	88.8	45.9	88.0	87.6	102.4	81.0
Interpreter/Translator Diploma	13.3	6.0	3.0			
Office Administration DIploma	4.0			2.5		
Fur Garment Diploma		20.0	33.5	25.5	14.6	
Addictions Studies Diploma			11.1			0.3
University Partnership						
University Transfer	16.1	10.4				
Univ./Health Career Prep	5.3					
Athabasca University		8.6	10.3	21.6	14.5	11.5
Univ. Saskatchewan			8.4	4.4	0.3	6.3
Univ. Coll. of the Caribou			18.0			
Univ. of Manitoba			2.8			
Chinook College						1.1
Electronic Engineering*				13.4	8.0	
Air. Maint. Engineering**					11.0	

** In partnership with NAIT.*

*** In partnership with the Buffalo School of Aviation.*

Source: Aurora College FTE Reports, 1995/96 to 2000/01

Statistical Tables

Figure 2: Postsecondary Indicators

SFA Recipients by Full-Time Enrolment, Location and Type of Institution

*Northwest Territories 1999-2000**

	COLLEGE	%	OTHER	%	UNIVERSITY	%		%
TOTAL	**856**	**49%**	**338**	**19%**	**553**	**32%**	**1747**	**100%**
Northwest Territories	475	27%	166	10%	0	0%	641	37%
Nunavut	10	1%	1	0%	0	0%	11	1%
Yukon	17	1%	0	0%	0	0%	17	1%
Newfoundland	2	0%	0	0%	6	0%	8	0%
Prince Edward Island	0	0%	0	0%	1	0%	1	0%
Nova Scotia	2	0%	0	0%	21	1%	23	1%
New Brunswick	0	0%	1	0%	12	1%	13	1%
Quebec	4	0%	1	0%	15	1%	20	1%
Ontario	18	1%	4	0%	62	4%	84	5%
Manitoba	2	0%	1	0%	15	1%	18	1%
Saskatchewan	16	1%	6	0%	65	4%	87	5%
Alberta	269	15%	125	7%	273	16%	667	38%
British Columbia	38	2%	10	1%	81	5%	129	7%
International	3	0%	1	0%	1	0%	5	0%
Not Declared	0	0%	22	1%	1	0%	23	1%

Note: NWTSFA head-count will be lower than totals for type of institution.
Some students attend more than one institution in a given academic year.

** Uncorrected data for 1999/2000*

*** Due to rounding, the totals do not equal the sum totals of the sub-total entries*

Source: Education, Culture and Employment, August 2001

Figure 2: Postsecondary Indicators Cont'd

SFA Recipients by Full-Time Enrolment, Location and Type of Institution

Northwest Territories 2000/01

	COLLEGE	%	OTHER	%	UNIVERSITY	%		%
TOTAL	**684**	**50%**	**182**	**13%**	**514**	**37%**	**1380**	**100%**
Northwest Territories	408	30%	84	6%	0	0%	492	36%
Nunavut	7	1%	0	0%	0	0%	7	1%
Yukon	12	1%	0	0%	0	0%	12	1%
Newfoundland	0	0%	0	0%	8	1%	8	1%
Prince Edward Island	0	0%	0	0%	1	0%	1	0%
Nova Scotia	3	0%	0	0%	13	1%	16	1%
New Brunswick	1	0%	0	0%	11	1%	12	1%
Quebec	4	0%	0	0%	18	1%	22	2%
Ontario	9	1%	6	0%	70	5%	85	6%
Manitoba	1	0%	0	0%	19	1%	20	1%
Saskatchewan	7	1%	3	0%	57	4%	67	5%
Alberta	198	14%	75	5%	233	17%	506	37%
British Columbia	29	2%	12	1%	81	6%	122	9%
International	5	0%	1	0%	3	0%	9	1%
Not Declared	0	0%	1	0%	0	0%	1	0%

Note: NWTSFA head-count will be lower than totals for type of institution.
Some students attend more than one institution in a given academic year.

** Uncorrected data for 1999/2000*

*** Due to rounding, the totals do not do not equal the sum totals of the sub-total entries*

Source: Education, Culture and Employment, August 2001

Figure 4: Postsecondary Indicators

Average Student Financial Assistance

Funding Per Student

Northwest Territories, 1991 - 2001

Academic Year	Average Funding ($)
1991/1992	6,258
1992/1993	7,026
1993/1994	7,877
1994/1995	7,757
1995/1996	7,532
1996/1997	7,325
1997/1998	7,444
1998/1999	7,441
1999/2000	7,603
2000/2001	9,508

Note: Based on Student Financial Assistance (SFA) recipient data

Source: Education, Culture and Employment, August 2002

Figure 5: Postsecondary Indicators

NWTSFA Consolidated Loan Amounts

Northwest Territories, 1999/2000 to 2001/2002

	2001/2002	Total	2000/2001	Total	1999/2000	Total
Average Loan Amounts	**9,710**	**369**	**9,660**	**340**	**8,500**	**328**
$500-$999		11		2		2
$1,000		14		17		19
$2,000		34		28		49
$3,000		36		40		36
$4,000		27		35		44
$5,000		29		20	median	12
$6,000		16	median	30		20
$7,000	median	22		13		8
$8,000		23		12	average = $8,500	17
$9,000	average = $9,710	15	average = $9,660	17		13
$10,000		15		9		16
$11,000		17		16		4
$12,000		12		17		17
$13,000		9		9		11
$14,000		10		6		4
$15,000		12		5		10
$16,000		9		7		5
$17,000		10		9		9
$18,000		5		5		3
$19,000		4		6		4
$20,000		5		3		5
$21,000		6		2		3
$22,000		5		2		1
$23,000		3		2		2
$24,000		2		4		1
$25,000		1		4		3
$26,000		2		8		6
$27,000		6		2		1

Cont'd . . .

Figure 5: Postsecondary Indicators Cont'd

NWTSFA Consolidated Loan Amounts

Northwest Territories, 1999/2000 to 2001/2002

	2001/2002	Total	2000/2001	Total	1999/2000	Total
Average Loan Amounts	**9,710**	**369**	**9,660**	**340**	**8,500**	**328**
$28,000		1		3		0
$29,000		1		0		0
$30,000		1		0		0
$31,000		3		2		0
$32,000		0		0		0
$33,000		0		1		0
$34,000		0		2		0
$35,000		0		0		0
$36,000		0		1		1
$37,000		1		0		0
$38,000		0		1		1
$39,000		0		0		0
$40,000		1		0		1
$41,000		0		0		0
$42,000		0		0		0
$43,000		0		0		0
$44,000		0		0		0
$45,000		0		0		0
$46,000		0		0		0
$47,000		1		0		0

Note: Consolidated loans are remissible and repayable loans combined.

Median: The middle value in a distribution, above and below which lie an equal number of values.

Average: Is the exact quotient obtained by dividing the sum of the total by the number of figures.

Source: Education, Culture and Employment 2002

Figure 6: Postsecondary Indicators

Population 15 & Over, by Highest Level of Schooling

Northwest Territories, Census Years 1986 - 1996

Canada	**1996**	**(%)**
Total	22,628,92	100
Less than Grade 9	2,727,210	12
High School without Certificate	5,140,790	23
High School with Certificate	3,238,590	14
Trade or Other Non-University*	6,324,660	28
University without Degree	2,196,890	10
University with Degree	3,000,780	13

NWT	**1996**	**(%)**	**1991**	**(%)**	**1986**	**(%)**
Total	27,965	100	25,690	100	23,710	100
Less than Grade 9	4,110	15	4,960	19	5,590	24
High School without Certificate	6,110	22	5,330	21	5,860	25
High School with Certificate	2,365	8	2,360	9	1,750	7
Trade or Other Non-University*	9,280	33	7,760	30	6,295	27
University without Degree	2,590	9	2,355	9	1,935	8
University with Degree	3,510	13	2,925	11	2,280	10

** Includes Trades Certificate or Diploma, Non-University Education without Certificate or Diploma and Non-University Education with Certificate or Diploma*

Prepared by NWT Bureau of Statistics, December 1999

Figure 7: Postsecondary Indicators

Population 15 & Over, by Ethnic Group and Highest Level of Schooling
Northwest Territories, Winter 1999

	Pop. 15 & Older	%
All Persons	**29,506**	**100**
Less than Grade 9	3,791	13
High School, No Diploma	5,639	19
High School Diploma	5,790	20
Other Certificate or Diploma	9,588	32
With no High School Diploma	2,856	10
With High School Diploma	6,710	23
Not Stated	23	0
University Degree	4,129	14
Not Stated	570	2
Aboriginal	**13,507**	**100**
Less than Grade 9	3,453	26
High School, No Diploma	3,919	29
High School Diploma	1,587	12
Other Certificate or Diploma	3,918	29
With no High School Diploma	2,279	17
With High School Diploma	1,619	12
Not Stated	20	0
University Degree	237	2
Not Stated	392	3
Non-Aboriginal	**15,999**	**100**
Less than Grade 9	338	2
High School, No Diploma	1,719	11
High School Diploma	4,202	26
Other Certificate or Diploma	5,670	35
With no High School Diploma	577	4
With High School Diploma	5,091	32
Not Stated	3	0
University Degree	3,891	24
Not Stated	178	1

Prepared by NWT Bureau of Statistics, December 1999

Figure 8: Postsecondary Indicators

Historical Highest Level of Schooling, by Ethnic Group

Northwest Territories, 1989 - 1999

	1999	%	1994	%	1989	%
Total Population						
Total 15 Years & Over	29,506	100	28,072	100	22,904	100
Less than Grade 9	3,791	13	4,381	16	5,152	22
High School	11,429	39	10,670	38	8,488	37
High School, No Diploma	5,639	19	5,358	19	3,924	17
High School with Diploma	5,790	20	5,312	19	4,564	20
Post-Secondary	13,717	46	12,426	44	9,138	40
Certificate or Diploma	9,588	32	8,328	30	6,291	27
University with Degree	4,129	14	4,098	15	2,847	12
Not Stated	570	2	595	2	125	1
Aboriginal						
Total 15 Years & Over	13,507	100	12,052	100	10,050	100
Less than Grade 9	3,453	26	3,904	32	4,645	46
High School	5,506	41	4,276	35	3,111	31
High School, No Diploma	3,919	29	3,113	26	2,105	21
High School with Diploma	1,587	12	1,163	10	1,006	10
Post-Secondary	4,155	31	3,366	28	2,216	22
Certificate or Diploma	3,918	29	3,154	26	2,094	21
University with Degree	237	2	212	2	122	1
Not Stated	392	3	505	4	77	1
Non-Aboriginal						
Total 15 Years & Over	15,999	100	16,020	100	12,854	100
Less than Grade 9	338	2	477	3	507	4
High School	5,921	37	6,393	40	5,376	42
High School, No Diploma	1,719	11	2,245	14	1,818	14
High School with Diploma	4,202	26	4,148	26	3,558	28
Post-Secondary	9,561	60	9,060	57	6,922	54
Certificate or Diploma	5,670	35	5,174	32	4,197	33
University with Degree	3,891	24	3,886	24	2,725	21
Not Stated	178	1	90	1	48	0

Source: NWT Labour Force Survey - 1999, 1994 & 1989

Prepared by NWT Bureau of Statistics, December 1999

Figure 9: Postsecondary Indicators

Historical Highest Level of Schooling, by Ethnic Group & Gender

Northwest Territories, 1989 - 1999 NWT Labour Force Surveys

	1999				1994			
	Males	%	**Females**	(%)	**Males**	(%)	**Females**	(%)
Total Population								
Total 15 Years & Over	15,540	100	13,966	100	14,790	100	13,282	100
Less than Grade 9	1,915	12	1,875	13	2,243	15	2,138	16
High School	5,747	37	5,682	41	5,366	36	5,303	40
High School, No Diploma	2,942	19	2,697	19	2,812	19	2,546	19
High School with Diploma	2,805	18	2,985	21	2,554	17	2,757	21
Postsecondary	7,540	49	6,176	44	6,769	46	5,656	43
Certificate or Diploma	5,413	35	4,175	30	4,587	31	3,741	28
University with Degree	2,127	14	2,001	14	2,182	15	1,915	14
Not Stated	338	2	232	2	411	3	184	1
Aboriginal								
Total 15 Years & Over	6,866	100	6,641	100	6,368	100	5,684	100
Less than Grade 9	1,706	25	1,747	26	2,025	32	1,879	33
High School	2,725	40	2,781	42	2,164	34	2,113	37
High School, No Diploma	2,005	29	1,914	29	1,634	26	1,480	26
High School with Diploma	720	10	867	13	530	8	633	11
Postsecondary	2,192	32	1,963	30	1,858	29	1,508	27
Certificate or Diploma	2,064	30	1,854	28	1,751	27	1,403	25
University with Degree	128	2	109	2	107	2	105	2
Not Stated	242	4	150	2	322	5	183	3
Non-Aboriginal								
Total 15 Years & Over	8,675	100	7,324	100	8,422	100	7,598	134
Less than Grade 9	209	2	129	2	218	3	259	5
High School	3,022	35	2,901	40	3,203	38	3,190	42
High School, No Diploma	937	11	783	11	1,179	14	1,066	19
High School with Diploma	2,085	24	2,118	29	2,024	24	2,124	37
Postsecondary	5,348	62	4,214	58	4,912	58	4,148	55
Certificate or Diploma	3,349	39	2,322	32	2,836	34	2,338	41
University with Degree	1,999	23	1,892	26	2,076	25	1,810	32
Not Stated	96	1	81	1	89	1	1	0

Prepared by NWT Bureau of Statistics, December 1999

Figure 9: Postsecondary Indicators Cont'd

Historical Highest Level of Schooling, by Ethnic Group & Gender

Northwest Territories, 1989 - 1999 NWT Labour Force Surveys

	1989			
	Males	**(%)**	**Females**	**(%)**
Total Population				
Total 15 Years & Over	12,111	100	10,793	100
Less than Grade 9	2,669	22	2,483	23
High School	4,080	34	4,409	41
High School, No Diploma	1,836	15	2,088	19
High School with Diploma	2,244	19	2,321	22
Postsecondary	5,284	44	3,854	36
Certificate or Diploma	3,599	30	2,692	25
University with Degree	1,685	14	1,162	11
Not Stated	79	1	47	0
Aboriginal				
Total 15 Years & Over	5,116	100	4,934	100
Less than Grade 9	2,364	46	2,281	46
High School	1,475	29	1,636	33
High School, No Diploma	986	19	1,119	23
High School with Diploma	489	10	517	10
Postsecondary	1,226	24	989	20
Certificate or Diploma	1,159	23	934	19
University with Degree	67	1	55	1
Not Stated	50	1	27	1
Non-Aboriginal				
Total 15 Years & Over	6,995	100	5,859	100
Less than Grade 9	305	4	202	3
High School	2,604	37	2,773	47
High School, No Diploma	850	12	969	17
High School with Diploma	1,754	25	1,804	31
Postsecondary	4,058	58	2,864	49
Certificate or Diploma	2,440	35	1,757	30
University with Degree	1,618	23	1,107	19
Not Stated	29	0	19	0

Prepared by NWT Bureau of Statistics, December 1999

Figure 10: Postsecondary Indicators

Highest Level of Schooling, by Community Type & Ethnic Group

Northwest Territories, Winter 1999

	Pop. 15 & Older	%	Aboriginal	%	Non-Aboriginal	%
All Persons	**29,506**	**100**	**13,507**	**100**	**15,999**	**100**
Less than Grade 9	3,791	13	3,453	26	338	2
High School, No Diploma	5,639	19	3,919	29	1,719	11
High School Diploma	5,790	20	1,587	12	4,202	26
Other Certificate or Diploma	9,588	32	3,918	29	5,670	35
University Degree	4,129	14	237	2	3,891	24
Not Stated	570	2	392	3	178	1
Yellowknife	**13,139**	**100**	**2,449**	**100**	**10,690**	**100**
Less than Grade 9	468	4	204	8	263	2
High School, No Diploma	1,949	15	717	29	1,231	12
High School Diploma	3,626	28	636	26	2,990	28
Other Certificate or Diploma	4,376	33	812	33	3,564	33
University Degree	2,589	20	79	3	2,510	23
Not Stated	131	1	-	-	131	1
Fort Smith, Hay River, Inuvik	**6,933**	**100**	**3,306**	**100**	**3,627**	**100**
Less than Grade 9	569	8	507	15	62	2
High School, No Diploma	1,322	19	954	29	368	10
High School Diploma	1,300	19	471	14	829	23
Other Certificate or Diploma	2,667	38	1,204	36	1,463	40
University Degree	977	14	94	3	883	24
Not Stated	98	1	76	2	22	1
Rest of the Communities	**9,434**	**100**	**7,752**	**100**	**1,682**	**100**
Less than Grade 9	2,753	29	2,741	35	12	1
High School, No Diploma	2,368	25	2,248	29	120	7
High School Diploma	864	9	480	6	384	23
Other Certificate or Diploma	2,545	27	1,902	25	643	38
University Degree	562	6	65	1	497	30
Not Stated	341	4	316	4	25	1

Prepared by NWT Bureau of Statistics, December 1999

Figure 11: Postsecondary Indicators

Highest Level of Schooling, by Ethnic Group and Labour Force Activity

Northwest Territories, Winter 1999

	Pop. 15 Yrs & Over	Labour Force	Employed	Unemployed	Participation Rate	Unemployment Rate	Employment Rate 1999	Employment Rate 2001
All Persons	**29,506**	**23,090**	**19,920**	**3,170**	**78**	**14**	**68**	
Less than Grade 9	3,791	1,663	984	679	44	41	26	32.4
High School, No Diploma	5,639	3,708	2,770	938	66	25	49	47.7
High School Diploma	5,790	4,817	4,428	389	83	8	76	76.7
Other Certificate or Diploma	9,588	8,657	7,778	879	90	10	81	81.8
With no High School Diploma	2,856	2,392	1,881	511	84	21	66	
With High School Diploma	6,710	6,243	5,880	363	93	6	88	
Not Stated	23	23	18	5	100	22	78	
University Degree	4,129	3,894	3,712	182	94	5	90	93.4
Not Stated	570	350	248	102	61	29	44	
Aboriginal	**13,507**	**8,823**	**6,469**	**2,354**	**65**	**27**	**48**	
Less than Grade 9	3,453	1,462	817	645	42	44	24	
High School, No Diploma	3,919	2,389	1,570	819	61	34	40	
High School Diploma	1,587	1,151	986	165	73	14	62	
Other Certificate or Diploma	3,918	3,367	2,763	604	86	18	71	
With no High School Diploma	2,279	1,892	1,417	475	83	25	62	
With High School Diploma	1,619	1,455	1,331	124	90	9	82	
Not Stated	20	20	15	5	100	25	75	
University Degree	237	236	191	45	100	19	81	
Not Stated	392	218	142	76	56	35	36	
Non-Aboriginal	**15,999**	**14,266**	**13,450**	**816**	**89**	**6**	**84**	
Less than Grade 9	338	201	167	34	59	17	49	
High School, No Diploma	1,719	1,318	1,199	119	77	9	70	
High School Diploma	4,202	3,666	3,442	224	87	6	82	
Other Certificate or Diploma	5,670	5,290	5,015	275	93	5	88	
With no High School Diploma	577	500	464	36	87	7	80	
With High School Diploma	5,091	4,788	4,549	239	94	5	89	
Not Stated	3	3	3	-	100	-	100	
University Degree	3,891	3,658	3,521	137	94	4	90	
Not Stated	178	132	106	26	74	20	60	

Prepared by NWT Bureau of Statistics, December 1999 and July 2002

Figure 12: Postsecondary Indicators

Employment Rate by Community Type, NWT, 1991, 1994, 1996 and 1999

	1999	1996	1994	1991
Northwest Territories	**67.5**	**68.2**	**65.7**	**69.3**
Yellowknife	79.5	80.0	81.5	82.9
Hay River, Ft. Smith & Inuvik	70.9	68.6	67.0	71.8
Rest of the Communities	48.4	50.8	42.6	48.9

Note: Historical comparisons for the Northwest Territories are based on previous labour force surveys and from the national Census. Some caution needs to be used when comparing labour market information from the Census and the labour force surveys. The Census is completed in the March to June period, while the labour force surveys completed by the NWT Bureau of Statistics are completed during the January to March period. These seasonal differences can have some impact on labour force data.

Prepared by NWT Bureau of Statistics, 1994 & 1999 NWT Labour Force Survey, 1991 & 1996 Census Data

Figure 13: Postsecondary Indicators

Employed Persons, by Residency & Highest Level of Schooling
Northwest Territories, Winter 1999

	Pop. 15 & Older	%	Less than 5 Years in the NWT	%	More than 5 Years in the NWT	%	Not Stated	%
All Employed Persons	**19,920**	**100**	**3,846**	**100**	**15,737**	**100**	**337**	**100**
Less than Grade 9	984	5	65	2	912	6	7	2
Grade 9-11	2,770	14	313	8	2,426	15	31	9
High School Diploma	4,428	22	831	22	3,513	22	84	25
Certificate or Diploma	7,778	39	1,517	39	6,212	39	50	15
University Degree	3,712	19	1,120	29	2,580	16	12	4
Not Stated	248	1	-	-	95	1	153	45

Prepared by NWT Bureau of Statistics, March 2000

Figure 14: Postsecondary Indicators

Employed Population, by Occupation & Highest Level of Schooling

Northwest Territories, Winter 1999

	Pop. 15 & Older	%
Total Employed Persons	**19,920**	**100**
Management Occupations	2,087	100
Less than Grade 12	122	6
High School Diploma	477	23
Trade, College or Other Certificate or Diploma	902	43
University Degree	579	28
Not Stated	6	0.3
Business, Admin & Finance Occupations	4,184	100
Less than Grade 12	476	11
High School Diploma	1,284	31
Trade, College or Other Certificate or Diploma	1,780	43
University Degree	641	15
Not Stated	2	-
Natural & Applied Science Occupations	912	100
Less than Grade 12	20	2
High School Diploma	88	10
Trade, College or Other Certificate or Diploma	339	37
University Degree	466	51
Not Stated	-	-
Health Occupations	832	100
Less than Grade 12	26	3
High School Diploma	39	5
Trade, College or Other Certificate or Diploma	466	56
University Degree	301	36
Not Stated	-	-
Social Science & Education Occupations	2,289	100
Less than Grade 12	100	4
High School Diploma	234	10
Trade, College or Other Certificate or Diploma	681	30
University Degree	1,267	55
Not Stated	8	0.3

Cont'd . . .

Figure 14: Postsecondary Indicators Cont'd

Employed Population, by Occupation & Highest Level of Schooling
Northwest Territories, Winter 1999

	Pop. 15 & Older	%
Total Employed Persons	**19,920**	**100**
Art, Culture & Recreation Occupations	724	100
Less than Grade 12	99	14
High School Diploma	196	27
Trade, College or Other Certificate or Diploma	249	34
University Degree	177	24
Not Stated	3	0.4
Sales & Service Occupations	4,307	100
Less than Grade 12	1,633	38
High School Diploma	1,309	30
Trade, College or Other Certificate or Diploma	1,176	27
University Degree	158	4
Not Stated	31	0.7
Trades & Transport Occupations	3,246	100
Less than Grade 12	966	30
High School Diploma	542	17
Trade, College or Other Certificate or Diploma	1,669	51
University Degree	47	1
Not Stated	22	0.7
Primary Industry, Processing & Manufacturing Occupations	910	100
Less than Grade 12	250	27
High School Diploma	227	25
Trade, College or Other Certificate or Diploma	340	37
University Degree	64	7
Not Stated	28	3.1

Source: NWT Bureau of Statistics, May 2000

Figure 15: Postsecondary Indicators

Employed Population, Occupation and Ethnicity

Northwest Territories, Winter 1999

	Pop. 15 & Older	%	Aboriginal	%	Non-Aboriginal	%
All Persons	**29,506**	**100**	**13,507**	**46**	**15,999**	**54**
Total Employed Persons	**19,920**	**100**	**6,469**	**32**	**13,450**	**68**
Major Occupation Categories						
Senior Management	418	100	161	39	257	61
Middle & Other Management Occupations	1,668	100	301	18	1,367	82
Professional & Skilled Business Occupations	2,266	100	695	31	1,570	69
Clerical Occupations	1,918	100	628	33	1,290	67
Occupations in Natural & Applied Sciences	913	100	118	13	794	87
Occupations in Health	832	100	124	15	709	85
Occupations in Social Science, Education, Government Service	2,290	100	693	30	1,597	70
Occupations in Arts & Recreation	724	100	260	36	464	64
Skilled & Intermediate Occupations in Sales & Service	2,270	100	680	30	1,590	70
Basic Sales & Service	2,037	100	915	45	1,122	55
Skilled & Intermediate Trades, Transport & Equipment Operators	2,606	100	963	37	1,643	63
Trades Helpers, Construction Labourers	639	100	450	70	189	30
Occupations in Primary Industry	840	100	234	28	607	72
Occupations in Processing & Manufacturing	69	100	34	49	35	51
Not Stated	429	100	214	50	215	50

Prepared by NWT Bureau of Statistics, December 1999

Figure 16: Postsecondary Indicators

Full-Time Enrolments NWT, 1991/92 to 2000/01

Total Postsecondary Full-Time

	1992	1993	1994	1995	1996	1997	1998	1999	2000*	2001
Dene	200	200	340	390	460	460	470	410	417	366
Inuit	70	80	140	170	220	150	130	150	135	146
Metis	120	130	150	180	180	170	180	180	178	116
Non-Aboriginal	560	600	690	720	770	830	780	780	759	697
NWT Total	**950**	**1,010**	**1,320**	**1,460**	**1,630**	**1,610**	**1,560**	**1,520**	**1,489**	**1,325**

**Uncorrected data for 1999/2000*

Source: Education, Culture and Employment, GNWT, August 2002

Figure 17: Postsecondary Indicators

Students Accessing NWTSFA by Ethnicity

	1992	1993	1994	1995	1996	1997	1998	1999	2000**	2001
NWT Total*	**943**	**1,006**	**1,323**	**1,474**	**1,638**	**1,628**	**1,578**	**1,520**	**1,842**	**1,433**
Aboriginal	387	409	635	750	870	806	804	743	931	685
	41.0%	40.7%	48.0%	50.9%	53.1%	49.5%	51.0%	48.9%	50.5%	47.8%
Non-Aboriginal	556	597	688	724	768	822	774	777	911	748
	59.0%	59.3%	52.0%	49.1%	46.9%	50.5%	49.0%	51.1%	49.5%	52.2%

Note: the totals represent the numbers of students enrolled in one or more postsecondary institutions in a given academic year.
***Uncorrected data for 1999/2000*

Source: Education, Culture and Employment, GNWT
NWT Bureau of Statistics

Figures 18,19 & 20: Postsecondary Indicators

SFA Recipients, Full-Time Enrolment, by Institution and Ethnicity

Northwest Territories 1991/92 to 2000/01

	Total Postsecondary		Aurora College		Other Northern		Cdn./Intern. Colleges & Institutes		Cdn./Intern. University	
	Total	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**
Academic Year										
1991/1992	943	100%	243	100%	2	100%	315	57%	383	100%
Aboriginal	387	41%	196	81%	1	50%	92	29%	67	17%
Non-Aboriginal	556	59%	47	19%	1	50%	89	28%	316	83%
1992/1993	1,006	100%	248	100%	23	100%	341	100%	394	100%
Aboriginal	409	41%	203	82%	19	83%	117	34%	70	18%
Non-Aboriginal	597	59%	45	18%	4	17%	224	66%	324	82%
1993/1994	1,323	100%	459	100%	100	100%	393	100%	441	100%
Aboriginal	635	48%	386	84%	77	77%	144	37%	82	19%
Non-Aboriginal	688	52%	73	16%	23	23%	249	63%	359	81%
1994/1995	1,474	100%	563	100%	35	100%	407	100%	469	100%
Aboriginal	750	51%	471	84%	27	77%	154	38%	98	21%
Non-Aboriginal	724	49%	92	16%	8	23%	253	62%	371	79%
1995/1996	1,638	100%	541	100%	81	100%	487	100%	529	100%
Aboriginal	870	53%	459	85%	53	65%	222	46%	136	26%
Non-Aboriginal	768	47%	82	15%	28	35%	265	54%	393	74%
1996/1997	1,628	100%	493	100%	116	100%	513	100%	506	100%
Aboriginal	806	50%	402	82%	86	74%	210	41%	108	21%
Non-Aboriginal	822	50%	91	18%	30	26%	303	59%	398	79%
1997/1998	1,578	100%	507	100%	106	100%	456	100%	509	100%
Aboriginal	804	51%	417	82%	80	75%	204	45%	103	20%
Non-Aboriginal	774	49%	90	18%	26	25%	252	55%	406	80%
1998/1999	1,520	100%	466	100%	108	100%	458	100%	488	100%
Aboriginal	743	49%	375	80%	78	72%	191	42%	99	20%
Non-Aboriginal	777	51%	91	20%	30	28%	267	58%	389	80%
1999/2000**	1,842	100%	534	100%	199	100%	553	100%	556	100%
Aboriginal	931	51%	436	82%	161	81%	226	41%	108	19%
Non-Aboriginal	911	49%	98	18%	38	19%	327	59%	448	81%
2000/2001	1,433	100%	423	100%	150	100%	361	100%	499	100%
Aboriginal	685	48%	327	77%	101	67%	146	40%	111	22%
Non-Aboriginal	748	52%	96	23%	49	33%	215	60%	388	78%

Note: the totals represent the numbers of students enrolled in one or more postsecondary institutions in a given academic year.

***1999/2000 uncorrected data*

Based on NWT Student Financial Assistance (SFA) recipient data

Source: Education, Culture and Employment April 2002

Figures 21, 22, 23, & 28: Postsecondary Indicators

Full-time Students, Part-Time Courses and Full-Time Equivalents (FTEs) by Program Type

Aurora College, 1991/92 to 2000/2001

	2000-2001			1999-2000			1998-1999		
	F-Time Students	P-Time Courses	**Total** FTE	F-Time Students	P-Time Courses	**Total** FTE	F-Time Students	P-Time Courses	**Total** FTE
Aurora College									
Academic Programs	187.0	110.3	**297.3**	183.0	138.8	**321.8**	184.0	117.5	**301.5**
University Partnership	10.0	8.9	**18.9**	26.0	7.8	**33.8**	29.0	10.4	**39.4**
Certificate	78.0	64.2	**142.2**	108.0	52.9	**160.9**	64.0	29.5	**93.5**
Diploma	184.0	45.7	**229.7**	192.0	43.4	**235.4**	170.0	46.5	**216.5**
Trades	47.0	137.8	**184.8**	87.0	95.1	**182.1**	103.0	99.9	**202.9**
Career Development	9.0	258.4	**267.4**	0.0	104.1	**104.1**	17.0	174.7	**191.7**
Personal Development	0.0	30.5	**30.5**	0.0	18.9	**18.9**	0.0	28.8	**28.8**
ALL PROGRAMS	515.0	655.8	**1,170.8**	596.0	461.0	**1,057.0**	567.0	507.0	**1,074.3**
Aurora College									
Aurora Campus	108.0	280.6	**388.6**	131.0	134.6	**265.6**	133	175.7	**308.7**
Aurora Research Institute	0.0	2.2	**2.2**	0.0	3.9	**3.9**	0	3.3	**3.3**
Thebacha Campus	244.0	210.9	**454.9**	226.0	196.5	**422.5**	237	205.2	**442.2**
Yellowknife Campus	163.0	168.1	**325.1**	239.0	126.0	**365.0**	197	123.1	**320.1**

	1995-1996			1994-1995			1993-1994		
	F-Time Students	P-Time Courses	**Total FTE**	F-Time Students	P-Time Courses	**Total FTE**	F-Time Students	P-Time Courses	**Total FTE**
Aurora College									
Academic Programs	538.0	42.8	**580.8**	496.0	57.6	**555.3**	369.0	61.3	**430.3**
University Partnership	20.0	11.4	**31.4**	9.0	16.0	**25.0**	8.0	13.4	**21.4**
Credit Programs*									
Certificate	285.0	36.2	**321.2**	319.0	85.3	**404.3**	222.0	117.8	**339.8**
Diploma	283.0	16.5	**299.5**	260.0	9.9	**269.9**	199.0	32.2	**231.2**
Trades	81.0	115.1	**196.1**	91.0	67.0	**158.0**	34.0	115.9	**149.9**
Career Development	0.0	152.9	**152.9**	8.0	228.4	**236.4**	33.0	112.3	**145.3**
Personal Development	0.0	83.1	**83.1**	0.0	103.8	**103.8**	1.0	178.1	179.1
ALL PROGRAMS	1,207.0	458.0	**1,665.0**	1183.0	568.0	**1,751.0**	866.0	**631.0**	**1,497.0**
Aurora College									
Aurora Campus	390.0	90.0	**480.0**	371.0	114.4	**485.4**	278.0	103.4	**381.4**
Aurora Research Institute									
Thebacha Campus	464.0	197.6	**661.6**	505.0	173.2	**678.2**	361.0	284.1	**645.1**
Yellowknife Campus	353.0	170.4	**523.4**	307.0	280.4	**587.4**	227.0	243.5	**470.5**

**Credit Programs refer to combined totals for Certificate and Diploma Programs*

Source: Aurora College Annual Enrolment and FTE Reports, 1991/92 to 2000/01

Figures 21, 22, 23, & 28: Postsecondary Indicators Cont'd

Full-time Students, Part-Time Courses and Full-Time Equivalents (FTEs) by Program Type

Aurora College, 1991/92 to 2000/2001

	1997-1998			**1996-1997**		
	F-Time Students	P-Time Courses	**Total FTE**	F-Time Students	P-Time Courses	**Total FTE**
Aurora College						
Academic Programs	250.0	137.0	**387.0**	460.0	31.8	**491.8**
University Partnership	25.0	14.5	**39.5**	28.0	5.5	**33.5**
Certificate	91.0	52.6	**143.6**	230.0	29.4	**259.4**
Diploma	209.0	45.2	**254.2**	206.0	5.3	**211.3**
Trades	47.0	120.2	**167.2**	92.0	93.8	**185.8**
Career Development	0.0	133.1	**133.1**	0.0	114.3	**114.3**
Personal Development	0.0	32.6	**32.6**	0.0	29.9	**29.9**
ALL PROGRAMS	622.0	535.2	**1,157.2**	1016.0	310.0	**1,326.0**
Aurora College						
Aurora Campus	165.0	141.0	**306.0**	280.0	59.3	**339.3**
Aurora Research Institute						
Thebacha Campus	276.0	242.9	**518.9**	453.0	154.6	**607.6**
Yellowknife Campus	181.0	151.3	**332.3**	283.0	96.1	**379.1**

	1992-1993			**1991-1992**		
	F-Time Students	P-Time Courses	**Total FTE**	F-Time Students	P-Time Courses	**Total FTE**
Aurora College						
Academic Programs	373.0	48.9	**421.9**	492.0	63.0	**555.0**
University Partnership	0.0	15.8	**15.8**	0.0	0.0	**0.0**
Credit Programs*						
Certificate	157.0	112.3	**269.3**	235.0	92.0	**327.0**
Diploma	146.0	11.2	**157.2**	167.0	14.5	**181.5**
Trades	57.0	138.5	**195.5**	25.0	69.0	**94.0**
Career Development	27.0	10.4	**37.4**	19.0	121.0	**31.1**
Personal Development	9.0	144.4	**153.4**	0.0	126.2	**126.2**
ALL PROGRAMS	769.0	481.5	**1,250.5**	938.0	376.8	**1,314.8**
Aurora College						
Aurora Campus	251.0	34.1	**285.1**	150.0	25.4	**178.4**
Aurora Research Institute						
Thebacha Campus	381.0	265.7	**646.2**	558.0	161.4	**719.4**
Yellowknife Campus	137.0	182.2	**319.2**	230.0	187.0	**417.0**

**Credit Programs refer to combined totals for Certificate and Diploma Programs*

Source: Aurora College Annual Enrolment and FTE Reports, 1991/92 to 2000/01

Figures 24 and 25: Postsecondary Indicators

Students by Gender and Age, Fall Semester Enrolments

Aurora College, 1991/92 to 2000/01

				AGE					
	TOTAL	**MALE**	**FEMALE**	**< 20**	**20-24**	**25-29**	**30-34**	**35+**	**Unknown Age**
CERTIFICATE & DIPLOMA									
1991/92	662	202	460	14	118	124	140	256	10
1992/93	635	159	476	17	110	103	111	291	3
1993/94	776	206	570	22	131	143	111	360	9
1994/95	660	203	457	21	140	132	109	256	2
1995/96	614	148	466	23	115	100	95	277	4
1996/97	472	111	361	17	97	78	82	192	6
1997/98	449	96	353	11	87	76	67	204	4
1998/99	429	85	344	8	72	76	67	200	6
1999/00	470	86	384	10	103	76	76	202	3
2000/01	661	159	502	17	128	114	84	313	5
ADULT LITERACY & BASIC EDUCATION									
1991/92	123	37	86	7	29	28	34	24	1
1992/93	94	43	51	3	22	14	14	41	0
1993/94	210	81	129	11	57	31	34	77	0
1994/95	172	65	107	11	36	38	31	52	4
1995/96	694	257	437	43	113	122	98	300	18
1996/97	429	145	284	21	95	99	81	128	5
1997/98	472	156	316	26	106	117	80	140	3
1998/99	311	102	209	19	62	72	54	102	2
1999/00	341	123	218	18	75	51	60	133	4
2000/01	312	106	206	17	91	47	42	107	8

Source: Aurora College Annual Enrolment Reports, 1991/92 to 2000/01

Figures 24 and 25: Postsecondary Indicators Cont'd

Students by Gender and Age, Fall Semester Enrolments

Aurora College, 1991/92 to 2000/01

				AGE					
	TOTAL	**MALE**	**FEMALE**	**< 20**	**20-24**	**25-29**	**30-34**	**35+**	**Unknown Age**
TRADES									
1991/92	77	71	6	2	30	23	11	11	0
1992/93	81	77	4	2	15	22	17	25	0
1993/94	141	128	13	5	35	32	34	34	1
1994/95	44	40	4	2	14	7	11	10	0
1995/96	139	95	44	2	37	33	30	37	0
1996/97	139	102	37	7	31	35	23	41	2
1997/98	132	108	24	6	44	20	27	34	1
1998/99	85	62	23	5	21	18	15	26	0
1999/00	126	107	19	7	33	19	31	35	1
2000/01	136	103	33	8	47	21	17	38	5
UNIVERSITY/ PARTNERSHIPS									
1991/92	118	41	77	17	16	24	23	36	2
1992/93	67	18	49	0	6	12	7	40	2
1993/94	59	23	36	2	9	5	4	39	0
1994/95	34	9	25	0	2	5	5	22	0
1995/96	40	9	31	2	7	4	7	20	0
1996/97	55	17	38	1	4	9	5	35	1
1997/98	64	9	55	0	5	13	9	37	0
1998/99	50	21	29	2	8	6	11	23	0
1999/00	103	29	74	4	7	15	17	60	0
2000/01	69	5	64	1	4	11	12	40	1

Source: Aurora College Annual Enrolment Reports, 1991/92 to 2000/01

Figure 26: Postsecondary Indicators

Adult Literacy and Basic Education Programs, Enrolment by Level

Aurora College, 1996/97 to 2000/01

2000-2001	**Computer**	**Mathematics**	**English**	**Science**	**Social Studies**	**College & Career Studies**	**Aboriginal Languages**	**Other***	**TOTAL**
College Totals	305	665	602	284	129	263	7	66	2,321
Level 110	0	67	50	59	17	0	7	0	200
Level 120	0	246	127	98	30	0	0	23	524
Level 130	305	123	141	49	22	138	0	0	778
Level 140	0	134	110	64	33	125	0	0	466
Level 150	0	81	147	14	23	0	0	0	265
Level 160	0	14	27	0	4	0	0	43	88

1999-2000	**Computer**	**Mathematics**	**English**	**Science**	**Social Studies**	**College & Career Studies**	**Aboriginal Languages**	**Other***	**TOTAL**
College Totals	317	685	623	296	196	317	61	91	2,586
Level 110	0	36	34	30	2	0	13	0	115
Level 120	0	257	118	147	36	0	46	41	645
Level 130	317	175	150	71	81	205	2	0	1001
Level 140	0	120	128	46	45	112	0	0	451
Level 150	0	90	163	2	20	0	0	0	275
Level 160	0	7	30	0	12	0	0	50	99

1998-1999	**Computer**	**Mathematics**	**English**	**Science**	**Social Studies**	**College & Career Studies**	**Aboriginal Languages**	**Other***	**TOTAL**
College Totals	225	645	608	247	241	275	53	162	2,456
Level 110	0	40	28	55	0	0	45	0	168
Level 120	0	256	129	55	82	0	8	111	641
Level 130	225	198	169	89	87	102	0	0	870
Level 140	0	101	120	31	20	173	0	0	445
Level 150	0	50	137	17	41	0	0	0	245
Level 160	0	0	25	0	11	0	0	51	87

Figure 26: Postsecondary Indicators Cont'd

Adult Literacy and Basic Education Programs, Enrolment by Level

Aurora College, 1996/97 to 2000/01

1997-1998	**Computer**	**Mathematics**	**English**	**Science**	**Social Studies**	**College & Career Studies**	**Aboriginal Languages**	**Other***	**TOTAL**
College Totals	292	779	719	279	231	305	30	177	2,812
Level 110	0	65	55	27	34	0	30	0	211
Level 120	0	381	159	82	97	0	0	177	896
Level 130	292	208	223	62	65	193	0	0	1043
Level 140	0	82	157	50	16	103	0	0	408
Level 150	0	43	106	58	19	9	0	0	235
Level 160	0	0	19	0	0	0	0	0	19

1996-1997	**Computer**	**Mathematics**	**English**	**Science**	**Social Studies**	**College & Career Studies**	**Aboriginal Languages**	**Other***	**TOTAL**
College Totals	0	744	698	295	297	224	47	230	2,535
Level 110	0	91	34	46	51	0	47	0	269
Level 120	0	309	181	76	107	0	0	230	903
Level 130	0	185	171	74	73	122	0	0	625
Level 140	0	129	149	59	36	102	0	0	475
Level 150	0	26	141	40	30	0	0	0	237
Level 160	0	4	22	0	0	0	0	0	26

**Other refers to those courses within the Northern Skills Development/Community Skills for Work Program*

Source: Aurora College Annual Enrolment Reports, 1996/97 to 2000/01

Figure 29: Postsecondary Indicators

Apprenticeship and Trades/Occupational Programs Enrolments

Aurora College, 1993/94 to 2000/01

	2000-2001			1999-2000			1998-1999			1997-1998		
	F-Time Students	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*
Apprenticeship Carpentry	0	29.0		0	24.0		0	31.0		0	54.5	
Apprenticeship Heavy Duty Equipment Technician	0	14.0		0	14.0		0	16.5		0	11.0	
Apprenticeship Electrical	0	14.3		0	10.5		0	13.5		0	15.8	
Apprenticeship Housing Maintainer	0	5.5		0	10.8		0	5.8		0	6.5	
Apprenticeship Plumbing	0	10.0		8.0	0		0	0		0	0	
Housing Maintainer												
Heavy Equipment Operator	21.0	2.6		27.0	5.6		22.0	3.5		19.1	9.4	
Pre-Employment Mechanics	0	2.0		0	1.2		0	1.8		0	2.8	
Pre-Employment Carpentry	0	0		0	3.2		6.0	0		0	0	
Pre-Employment Welding	0	6.4		0	3.2		0	3.2		0	0	
Pre-Technology	12.0	0.4		6.0	0.3		10.0	1.4		5.0	1.7	
Intro. to Mine Training	0	0		0	0		0	19.9		0	18.5	
Mine Training	0	0		0	0		0	0.9		0	0	
Trades Orientation	0	0		0	0		0	0		0	0	
Women in Trades & Tech.	0	0		0	0		15.0	0		0	0	
NorthwesTel	0	0		0	0		0	0		0	0	
Introductory Carpentry	0	0		0	0		0	0		0	0	
Small Engine Repair	0	0		0	0		0	0		0	0	
Pre-Apprentice Technology	0	0		0	0		0	0		0	0	
Pre-Employment Cooking	0	0		9.0	2.5		18.0	0		23.0	0	
Introductory Cooking	14.0	0		0	0		0	0		0	0	
Camp Cooking/Catering	0	4.0		0	0		12.0	0		0	0	
Kitchen Helper	0	34.0		0	0		0	0		0	0	
Beauty Culture	0	0		0	0		0	0		0	0	
Observer/Communicator	0	15.6		0	19.3		0	17.0		0	7.8	
Travel Counselor	0	0		0	0		0	0		0	0	
Pre-Employment Secondary Diamond	0	0		37.0	0.5		20.0	0		0	0	
Diamond Driller Helper	0	0		0	0		0	2.4		0	0	
College Totals	**47.0**	**137.8**	**184.8**	**87.0**	**95.1**	**182.1**	**103.0**	**116.9**	**219.9**	**47.1**	**128.0**	**175.1**

Source: Aurora College Annual Enrolment Reports, 1993/94 to 2000/01

Figure 29: Postsecondary Indicators Cont'd

Apprenticeship and Trades/Occupational Programs Enrolments

Aurora College, 1993/94 to 2000/01

1996-1997			1995-1996			1994-1995			1993-1994		
F-Time Students	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*	*F-Time Students*	*P-Time Courses*	*FTE*
0	33.0		0	57.0		0	27.0		0	44.8	
0	10.5		0	10.3		0	8.3		0	7.3	
0	14.0		0	20.0		0	20.0		0	18.0	
0	10.5		0	14.5		0	0		0	0.2	
0	0		0	0		0	0		0	0	
0	0		0	0		0	7.2		0	7.7	
36.0	4.9		21.0	8.1		26.0	1.5		0	18.9	
0	1.2		8.0	0.4		10.0	0.2		8.0	0	
8.0	0		0	0		22.0	0		0	0	
0	5.0		0	0		0	3.2		0	0	
11.0	0.4		0	0		10.0	1.4		0	0	
0	6.5		0	0		0	19.9		0	0	
0	6.0		0	4.0		0	0.9		0	0	
0	0		0	0		8.0	0		0	0	
0	0		11.0	0		0	0		0	10.0	
0	0		0	0		6.0	0		10.0	1.6	
0	0		0	0		0	0		16.0	0.1	
0	0		0	0		7.0	0.4		0	7.4	
0	0		0	0		0	2.4		0	0	
37.0	1.0		15.0	0.8		12.0	0		0	0	
0	4.0		0	0		0	0		0	0	
0	34.0		0	0		0	0		0	0	
0	0		14.0	0		0	0		0	0	
0	9.9		0	7.0		0	7.9		0	7.5	
0	0.8		12.0	0		0	0		0	0	
0	0		0	0		0	0		0	0	
0	0		0	0		0	0		0	0	
92.0	**103.7**	**195.7**	**81.0**	**122.1**	**203.1**	**91.0**	**74.9**	**165.9**	**34.0**	**123.5**	**157.5**

Source: Aurora College Annual Enrolment Reports, 1993/94 to 2000/01

Figure 30: Postsecondary Indicators

NWT Apprenticeship Program, Registered Apprentices by Region, Year of Apprenticeship,

Gender and Ethnicity

	Ft.Smith	Inuvik	N.Slave	Yr 1	Yr 2	Yr 3	Yr 4	Male	Female	Dene	Metis	Inuit	Non-Aboriginal	Undeclared	TOTAL
Aircraft Maintenance Engineer	3	1	7	6	2	1	2	11	0	2	0	0	9	0	11
Applicance Service Technician	0	0	1	1	0	0	0	1	0	0	0	0	1	0	1
Automotive Service Technician	12	3	18	14	10	6	3	33	0	3	2	2	26	0	33
Baker	0	1	0	0	1	0	0	1	0	0	0	0	1	0	1
Cabinetmaker	1	0	2	1	2	0	0	3	0	1	0	0	2	0	3
Carpenter	9	9	15	18	7	1	7	33	0	13	2	5	12	1	33
Cook	2	0	2	3	0	1	0	4	0	1	0	0	3	0	4
Crane & Hoisting - Heavy Boom Truck Operator	0	1	0	1	0	0	0	1	0	0	0	1	0	0	1
Crane & Hoisting - Medium Boom Truck Operator	1	0	0	1	0	0	0	1	0	1	0	0	0	0	1
Crane & Hoisting - Mobile Crane Operator	0	2	2	3	1	0	0	4	0	0	1	0	0	3	4
Electrical Motor System Technician	0	0	1	1	0	0	0	1	0	0	0	0	0	1	1
Electrican	13	13	39	30	6	17	12	65	0	14	6	3	40	2	65
Floorcovering Installer	1	2	0	2	1	0	0	3	0	0	0	1	2	0	3
Gasfitter 1st Class	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1
Glazier	1	0	3	3	0	0	1	4	0	0	0	0	4	0	4
Hairstylist	1	0	2	1	2	0	0	0	3	1	0	0	2	0	3
Heavy Duty Equipment Technician	15	6	6	10	7	7	3	27	0	6	5	2	12	2	27
Housing Maintainer	2	10	0	4	8	0	0	12	0	9	0	2	1	0	12
Industrial Instrument Mechanic	0	1	1	0	0	2	0	2	0	0	1	0	1	0	2
Industrial Mechanic-Millwright	1	0	7	2	2	4	0	8	0	0	1	1	6	0	8
Locksmith	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1
Motor Vehicle Body Repairer	2	0	1	2	0	1	0	3	0	0	0	0	3	0	3
Oil Burner Mechanic - Residential	1	0	0	0	0	1	0	1	0	0	0	0	1	0	1
Painter/Decorator	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1
Partsperson	2	0	8	5	4	1	0	7	3	0	0	1	9	0	10
Plumber/Gasfitter 2nd Class	8	9	17	12	8	8	6	33	1	8	1	2	23	0	34
Power Line Electrician	0	0	1	0	1	0	0	1	0	0	0	0		0	1
Power System Electrician	0	1	1	0	1	0	1	2	0	1	1	0	0	0	2
Printing and Graphic Arts	0	0	1	0	0	0	1	1	0	0	0	0	1	0	1
Sheet Metal Worker	0	0	4	3	0	0	1	4	0	0	0	0	4	0	4
Small Equipment Mechanic	4	0	5	5	2	1	1	9	0	1	2	0	6	0	9
Sprinker Systems Installer	0	0	2	0	1	0	1	1	1	0	0	0	2	0	2
Steamfitter - Pipefitter	0	5	1	2	3	0	1	6	0	1	2	0	3	0	6
Welder	6	1	6	8	3	2	0	13	0	6	1	0	4	2	13
Grand Total:	**85**	**66**	**155**	**139**	**74**	**53**	**40**	**298**	**8**	**67**	**26**	**20**	**186**	**7**	**306**

Source: Education, Culture and Employment, January 25, 2002

Figures 31, 32, 33 & 34: Postsecondary Indicators

SFA Recipients, Full-Time Enrolment, by Institution, by Program of Study, by Ethnicity and Gender Northwest Territories 1999/2000 and 2000/01

	1999-2000*					2000-2001				
	ABORIGINAL		NON-ABORIGINAL		TOTAL	ABORIGINAL		NON-ABORIGINAL		TOTAL
	FEMALE	MALE	FEMALE	MALE	SCORE	FEMALE	MALE	FEMALE	MALE	SCORE
Northern Institutions: College										
Liberal Arts	17	14	1	3	35	14	9	0	0	23
Business Management & Commerce	105	15	15	4	139	79	14	6	4	103
Computer & Information Sciences	8	2	1	0	11	2	2	1	5	10
Education	41	7	2	2	52	33	5	16	7	61
Engineering Technology	3	4	0	1	8	4	6	0	1	11
Health/Medical Sciences	31	0	34	1	66	31	0	32	4	67
Natural Science & Primary Industries	8	18	2	0	28	11	21	2	4	38
Personal & Miscellaneous Services	15	0	0	0	15	9	2	0	1	12
Social Sciences & Services	35	2	2	3	42	17	2	4	5	28
Trades/Occupations	24	35	3	23	85	12	31	0	4	47
Upgrading/College Prep	36	13	0	0	49	18	4	0	0	22
Unknown	1	2	0	1	4	1	0	0	0	1
Sub-total	**324**	**112**	**60**	**38**	**534**	**231**	**96**	**61**	**35**	**423**
Northern: Other										
Liberal Arts	0	2	2	0	0	4	2	0	0	2
Business Management & Commerce	42	8	6	2	58	18	6	0	0	24
Computer& Information Sciences	66	26	20	2	114	60	12	26	16	114
Education	0	0	0	0	0	0	0	0	0	0
Engineering Technology	2	0	0	2	4	0	1	0	5	6
Health/Medical Sciences	2	0	1	1	4	0	0	1	1	2
Personal & Miscellaneous Services	2	0	2	0	4	0	0	0	0	0
Sciences	0	0	0	0	0	0	0	0	0	0
Social Sciences & Services	0	0	0	0	0	0	0	0	0	0
Trade/Occupations	1	4	0	0	5	1	1	0	0	2
Upgrading/College Prep	6	0	0	0	6	0	0	0	0	0
Natural Science & Primary Industries	0	0	0	0	0	0	0	0	0	0
Sub-total	**121**	**40**	**31**	**7**	**199**	**81**	**20**	**27**	**22**	**150**
Southern/International College & Institutes										
Liberal Arts	43	18	40	31	132	24	9	39	18	90
Business Management & Commerce	38	13	40	28	119	26	12	29	14	81
Computer & Information Sciences	3	12	7	11	33	3	3	4	12	22
Education	5	3	10	5	23	2	1	4	4	11
Engineering Technology	1	8	5	20	34	1	9	3	10	23
Health/Medical Sciences	7	10	1	18	5	9	2	16	0	0
Natural Science & Primary Industries	3	5	5	10	23	2	1	1	10	14
Personal & Miscellaneous Services	10	1	19	2	32	2	1	9	1	13
Social Sciences & Services	20	18	5	43	10	2	6	2	20	0
Trades/Occupations	9	9	11	33	62	10	10	12	18	50
Upgrading/College Prep	8	5	0	0	13	6	1		1	8
Unknown	3	2	9	7	21	5	1	5	2	13
Sub-total	**150**	**76**	**174**	**153**	**553**	**96**	**50**	**121**	**94**	**361**
Southern/International Universities										
Liberal Arts	20	10	94	53	177	26	11	81	51	169
Business/Management	9	10	21	39	79	9	5	9	20	43
Computer & Information Sciences	0	1	0	11	12	0	1	0	8	9
Education	16	1	27	16	60	12	1	26	10	49
Engineering	0	2	3	14	19	1	1	4	13	19
Health/Medical Sciences	3	2	16	10	31	5	2	10	7	24
Sciences	7	7	45	38	97	13	9	54	40	116
Social Sciences	13	7	34	17	71	8	7	29	18	62
Unknown	0	0	5	5	10	0	0	5	3	8
Sub-total	**68**	**40**	**245**	**203**	**556**	**74**	**37**	**218**	**170**	**499**
TOTAL	**663**	**268**	**510**	**401**	**1,842**	**482**	**203**	**427**	**321**	**1,433**

** Uncorrected data for 1999-2000. Based on Student Financial Assistance (SFA) recipient data*

Note: NWTSFA head-count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Source: Education, Culture and Employment (April, 2002)

Figure 35: Postsecondary Indicators

Program Graduates, Aurora College, 1995/96 to 2000/01

	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
TOTAL	**204**	**195**	**224**	**230**	**273**	**311**
Certificate and Diploma	**98**	**78**	**86**	**129**	**162**	**188**
Teacher Education	2	2	3	1	7	28
Cert. in Adult Education	3	1	1	3	4	4
Natural Resources Technology	7	1	3	11	13	12
Management Studies	22	21	14	30	38	22
Addictions Studies Diploma	3	8	0	0	0	0
Cert. in Computing & Info. Systems	4	0	0	0	0	0
Home & Community Support Worker	3	12	19	6	0	0
Long Term Care Aide	0	4	13	0	0	0
Northern Nursing	15	13	9	9	11	0
Certified Nursing Assistant	4	0	0	0	0	0
Community Health Representative	6	0	0	0	0	0
Advanced Nursing Skills	3	0	0	0	0	0
Office Administration	15	14	32	16	9	27
Career Development Certificate	3	2	0	0	0	0
Recreation Leaders Program	4	4	3	6	7	0
Aboriginal Language & Cultural Inst.	4	2	7	0	0	0
Social Work	3	5	5	15	0	0
Criminal Justice	5	0	0	0	0	0
Early Childhood Education	8	5	13	4	4	0
School Counsellor	9	7	10	0	0	0
Interpreter Translator	2	2	0	0	0	0
Northern Community Alcohol & Drug	16	19	0	0	0	0
Fine Arts & Crafts	7	7	0	0	0	0
Fabric/Furrier Garment Design	4	21	10	0	0	0
Community Administration	2	0	0	0	0	0
Community Office Procedures	8	0	0	0	0	0
Trades and Technology	**83**	**100**	**96**	**58**	**72**	**63**
Pre-Employment Cooking	5	10	8	10	8	0
Pre-Employment Mechanics	6	6	4	5	5	4
Heavy Equipment Operator	24	22	15	17	14	13
Pre-Employment Carpentry	3	4	0	0	0	0
Pre-Employment Welding	10	5	6	0	6	0
Beauty Culture	6	0	0	0	0	0
Travel Counsellor	6	0	0	0	0	0
Mining Training	4	6	4	8	0	0
Observer/Communicator	32	39	30	20	25	17
Women in Trades & Technology	0	1	0	0	0	0
Pre-Technology	6	2	4	0	0	0
Pre-Employment Secondary Diamonds	23	18	0	0	0	0
Intro. Cooking	8	0	0	0	0	0
Camp Cooking/Catering	3	0	0	0	0	0
Apprenticeship	**23**	**17**	**42**	**43**	**39**	**60**
Electrical	8	4	11	17	9	14
Carpentry	2	5	14	16	13	24
Plumbing						
Heavy Duty Mechanics	4	8	7	6	3	3
Housing Maintainer	9	10	4	14	19	0

Graduates may be awarded parchments from two programming streams, (i) credit programs (Certificate or a Diploma), and (ii) Trades and Technology programs (A Record of Achievement). Students enrolled in Trades Apprenticeship programs are deemed to be a graduate upon completing the highest level within their program of studies offered by Aurora College (e.g. 4th level of the Carpentry program, 2nd level of the Electrical program)

Source: Aurora College Annual Enrolment Reports, 2000/01-1995/96

Figure 36: Postsecondary Indicators

Apprenticeship Certification, 1991 to 2001

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
TOTAL	**39**	**69**	**51**	**42**	**41**	**65**	**31**	**52**	**30**	**22**	**22**
Non-Aboriginal	25	47	37	29	30	45	22	35	22	17	13
Aboriginal	14	22	14	13	11	20	9	17	8	5	9

Source: Apprenticeship, Department of Education, Culture and Employment, February 2002

Figure 37: Postsecondary Indicators

Adult Literacy and Basic Education Programs, Completions by Level

Aurora College, 1995/96 to 2000/01

	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
ENGLISH						
Level 110	1	6	2	6	11	51
Level 120	18	17	43	52	33	26
Level 130	28	31	30	75	50	90
Level 140	35	44	39	46	56	66
Level 150	49	50	42	42	59	77
Level 160	14	15	8	11	10	13
TOTALS	**145**	**163**	**164**	**232**	**219**	**323**
MATHEMATICS						
Level 110	3	4	8	9	20	49
Level 120	26	63	53	91	19	125
Level 130	29	54	51	56	36	89
Level 140	35	31	26	31	31	52
Level 150	34	45	21	17	31	21
Level 160	2	2	0	0	0	1
TOTALS	**129**	**199**	**159**	**204**	**137**	**337**

Source: Aurora College Annual Completions Reports, SRS, 1995/96 to 2000/01

Figure 38: Postsecondary Indicators

ALBE English and Mathematics Completions by Campus and Community

Aurora College, 2000/2001

	ENGLISH LEVELS						MATH LEVELS					
	110	**120**	**130**	**140**	**150**	**160**	**110**	**120**	**130**	**140**	**150**	**160**
BY CAMPUS												
Aurora Campus	0	4	5	12	12	7	1	6	4	8	7	1
Thebacha Campus	0	14	21	16	14	7	2	19	10	12	20	1
Yellowknife Campus	1	0	2	7	22	0	0	1	15	15	8	0
TOTAL COLLEGE	1	18	28	35	48	14	3	26	29	35	35	2
BY COMMUNITY												
Tulita	0	0	0	0	0	0	0	0	0	0	0	0
Fort Good Hope	0	0	0	0	0	0	0	0	0	0	0	0
Deline	0	0	1	0	0	0	0	0	0	0	0	0
Inuvik	0	3	4	12	12	7	0	1	4	8	7	1
Aklavik	0	0	0	0	0	0	0	0	0	0	0	0
Fort McPherson	0	1	0	0	0	0	1	4	0	0	0	0
Tuktoyaktuk	0	0	0	0	0	0	0	0	0	0	0	0
Holman	0	0	0	0	0	0	0	1	0	0	0	0
AURORA CAMPUS	0	4	5	12	12	7	1	6	4	8	7	1
Fort Smith	0	8	11	13	13	7	0	10	7	11	20	1
Fort Resolution	0	0	2	0	0	0	0	3	3	0	0	0
Hay River	0	1	2	1	0	0	2	0	0	0	0	0
Fort Providence	0	4	4	2	0	0	0	5	0	1	0	0
Fort Simpson	0	1	2	0	1	0	0	1	0	0	0	0
THEBACHA CAMPUS	0	14	21	16	14	7	2	19	10	12	20	1
Yellowknife	0	0	2	7	22	0	0	1	15	15	8	0
Rae	1	0	0	0	0	0	0	0	0	0	0	0
Wha Ti	0	0	0	0	0	0	0	0	0	0	0	0
Gameti	0	0	0	0	0	0	0	0	0	0	0	0
Wekweti	0	0	0	0	0	0	0	0	0	0	0	0
YELLOWKNIFE CAMPUS	1	0	2	7	22	0	0	1	15	15	8	0

Source: Aurora College Student Records System, 2000/2001

Figure 39: Postsecondary Indicators

ALBE Completions in Mathematics and English Level 130 and Above

Enrolled the Following Academic Year in a Certificate, Diploma, Trades or ALBE Program

Aurora College,1995/96 to 2000/01

TOTAL COLLEGE	**2000/2001**	**1999/2000**	**1998/1999**	**1997/1998**	**1996/1997**	**1995/1996**
Certificate	7	20	23	15	61	11
Diploma	3	17	57	35	61	37
Trade	3	56	57	53	4	0
Continuing ALBE	13	11	36	83	48	58
NPST	39	13	40	15	47	88

**No postsecondary training in the following academic year*

Source: Aurora College Student Records System, 1994 to 2001

Figure 40: Postsecondary Indicators

Aurora College Students who have passed English 30 or 33 Examination

Aurora College, 1995/96 to 2000/01 (based on Academic Year, September 1st to August 31st)

	Aurora Campus				**Thebacha Campus**				**Yellowknife Campus**				
	Level		**Passed - Eng.**		**Level**		**Passed - Eng.**		**Level**		**Passed - Eng.**		
	150	160	30	33	150	160	30	33	150	160	30	33	**TOTALS**
2000-2001													
Enrolled	41	15	0	0	34	12	0	0	75	0	0	0	**177**
Completed	13	7	0	0	14	7	0	0	22	0	0	0	**63**
Passed	0	0	10	0	0	0	11	0	0	0	3	0	**24**
Passed	0	0	0	20	0	0	0	25	0	0	0	13	**58**
1999-2000													
Enrolled	24	12	0	0	39	18	0	0	100	0	0	0	**193**
Completed	11	6	0	0	16	9	0	0	23	0	0	0	**65**
Passed	0	0	0	0	0	0	12	0	0	0	0	0	**12**
Passed	0	0	0	0	0	0	0	21	0	0	0	30	**51**
1998-1999													
Enrolled	16	12	0	0	30	13	0	0	91	0	0	0	**162**
Completed	9	1	0	0	11	7	0	0	22	0	0	0	**50**
Passed	0	0	0	0	0	0	3	0	0	0	0	0	**3**
Passed	0	0	0	0	0	0	0	9	0	0	0	17	**26**
1997-1998													
Enrolled	27	10	0	0	28	9	0	0	46	0	0	0	**120**
Completed	12	7	0	0	12	4	0	0	18	0	0	0	**53**
Passed	0	0	0	0	0	0	3	0	0	0	0	0	**3**
Passed	0	0	0	0	0	0	0	18	0	0	0	9	**27**
1996-1997													
Enrolled	35	5	0	0	49	17	0	0	57	0	0	0	**163**
Completed	14	1	0	0	27	9	0	0	18	0	0	0	**69**
Passed	0	0	0	0	0	0	8	0	0	0	4	0	**12**
Passed	0	0	0	0	0	0	0	28	0	0	0	16	**44**
1995-1996													
Enrolled	49	2	0	0	42	15	0	0	41	15	0	0	**164**
Completed	23	2	0	0	35	11	0	0	13	7	0	0	**91**
Passed	0	0	0	0	0	0	6	0	0	0	4	0	**10**
Passed	0	0	0	0	0	0	0	28	0	0	0	16	**44**

**Total number count represents Academic Studies students and walk-in students (students from other College programs/former Academic Studies students)*

Source: Aurora College Student Records System, 1994 to 2001

Figure 41: Postsecondary Indicators

Career Access Programs: Full-Time Equivalents (FTEs) Enrolments and Completions Aurora College, 1995/96 to 2000/01

	1995-1996*		1996-1997*		1997-1998*	
	Enrolled	**Completed**	**Enrolled**	**Completed**	**Enrolled**	**Completed**
Nursing	23.0	9.0	21.0	5.0	35.0	16.0

	1998-1999*		1999-2000		2000-2001	
	Enrolled	**Completed**	**Enrolled**	**Completed**	**Enrolled**	**Completed**
Nursing	20.0	10.0	17.8	13.0	17.5	14.0
Management Studies	0	5.0	5.8	5.8	12.6	10.0
Social Work	0	0	6.3	4.0	5.0	5.0
University/ College Access-Legal	0	0	4.0	4.0	3.8	2.0
Teacher Education	0	0	20.7	17.0	17.5	13.0
Natural Resources Management	0	0	17.0	13.0	14.0	8.0
TOTAL	**20**	**15**	**71.6**	**56.8**	**70.4**	**52.0**

** Completion numbers as obtained from Aurora College and reported in PSI 1999*

Source: Aurora College Annual Completions Reports, SRS, 1995/96 to 2000/01

Figure 42: Postsecondary Indicators

Labour Market Activities of Aurora College Graduates Participating in the Labour Force

Total	**224**	**100%**
Employed Part-Time, Related Field	19	8%
Employed Full-Time, Related Field	109	49%
Self-Employed, Related Field	7	3%
Employed Part-Time, Unrelated Field	7	3%
Employed Full-Time, Unrelated Field	30	13%
Self-Employed in Unrelated Field	5	2%
Unemployed, Looking for Work	23	10%
Unemployed, Not Looking for Work	8	4%
Enrolled in Full-Time Education/Training	32	14%
Other	2	1%

** The percentages do not equal 100% because 16 of the 224 respondents indicated more than one category.*

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 43: Postsecondary Indicators

Salary Ranges of Aurora College Graduates

	# of Responses, n = 149	**Percentage**
Under $20,000	13	31%
$20,000 - $29,999	17	11%
$30,000 - $39,999	36	19%
$40,000 - $49,999	37	17%
$50,000 - $59,999	20	9%
$60,000 - $69,999	15	8%
$70,000 - $79,999	3	1%
Over $80,000	3	1%
No Response	5	3%

Note: The total number is based on the graduates employed full-time or self-employed.

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 44: Postsecondary Indicators

Aurora College, Salary Ranges of Certificate and Diploma Graduates

	# of Responses, n = 110	**Percentage***
Under $20,000	8	7%
$20,000 - $29,999	12	11%
$30,000 - $39,999	26	24%
$40,000 - $49,999	31	28%
$50,000 - $59,999	16	15%
$60,000 - $69,999	12	11%
$70,000 - $79,999	2	2%
Over $80,000	2	2%
No Response	1	1%

Note: The total number is based on the graduates employed full-time or self-employed.
** The percentages do not equal 100%.*

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 45: Postsecondary Indicators

Aurora College, Salary Ranges of Trades Program Graduates, 2000

	# of Respondents, n = 39	**Percentage**
Under $20,000	5	13%
$20,000 - $29,999	5	13%
$30,000 - $39,999	10	26%
$40,000 - $49,999	6	15%
$50,000 - $59,999	4	10%
$60,000 - $69,999	3	8%
$70,000 - $79,999	1	3%
Over $80,000	1	3%
No Response	4	10%

Note: The total number is based on the graduates employed full-time or self-employed.

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 46: Postsecondary Indicators

Aurora College Graduates Rate College Programs, 2000

	Excellent	Very Good	Good	Fair	Poor	N/R
Program Content	52	93	68	7	3	1
Technology/Equipment	46	84	72	13	1	8
Instructors' Qualifications	94	67	52	6	2	3
Quality of Instruction	73	77	60	11	2	1
Technical Skills Preparation	51	83	69	10	1	10
Broadened Career Options	48	78	60	18	6	14
General Knowledge Gained	69	91	52	6	1	5
Guest Lectures, Field Trips, etc.	41	74	63	20	10	16
Work Placements/Practicums	44	63	19	9	8	81
Preparation for Work	50	85	52	13	2	22

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 47: Postsecondary Indicators

Aurora College Campus Comparison of Academic Counselling and Support Services, 2000

	Yellowknife Campus	Thebacha Campus	Aurora Campus
Excellent	3	14	7
Very Good	10	33	3
Good	5	42	5
Fair	5	3	2
Poor	3	4	2
Unable to Rate	17	53	10
No Response	1	2	-

Note: Respondents could select more than one category/reason

Source: Aurora College, Graduate Follow-Up Survey, 2000

Figure 48: Postsecondary Indicators

Population 15 & Older working Full Year, Full Time,
by Age, Highest Level of Schooling and Average Employment Income
Northwest Territories

	Total	Less than Grade 9	Grades 9 to 13	High School Diploma	Less than University	University Degree
All Ages	11,610	555	1,545	1,200	5,980	2,325
(%)	100	5	13	10	52	20
Average Emp. Income $	48,464	29,843	40,255	43,619	47,669	62,952
15 - 24 Years	730	25	180	165	340	25
(%)	100	3	25	23	47	3
Average $	25,261	15,206	22,660	24,064	27,448	31,061
25 - 34 Years	3,615	110	410	335	2,005	750
(%)	100	3	11	9	55	21
Average $	43,079	25,861	37,845	39,936	42,074	52,535
35 - 44 Years	4,010	135	505	430	2,150	790
(%)	100	3	13	11	54	20
Average $	52,757	30,852	44,277	50,005	51,899	65,664
45 - 54 Years	2,535	165	345	230	1,185	610
(%)	100	7	14	9	47	24
Average $	55,843	34,194	46,274	51,118	54,252	72,075
55 - 64 Years	640	110	90	40	265	130
(%)	100	17	14	6	41	20
Average $	50,970	30,902	41,488	44,913	52,443	72,882
65 Yrs. & Older	80	15	15	-	35	10
(%)	100	19	19	-	44	13
Average $	34,842	19,083	33,106	-	45,870	32,489

Prepared by NWT Bureau of Statistics, March 2000

Statistical Tables

1. Government of the Northwest Territories. 2001/2002 Main Estimates.
2. This does not mean that every resident benefited directly.
3. Statistics Canada. Financial Management System (FMS) for Canada, NWT, Yukon and Nunavut, 2001.
4. Average. Is the exact quotient obtained by dividing the sum of the total by the number of figures.
5. Median. The middle value in a distribution, above and below which lie an equal number of values.
6. 1999 NWT Labour Force Survey.
7. NWT Bureau of Statistics. 2001 NWT Socio-Economic Scan.
8. NWT Bureau of Statistics. 2001 NWT Socio-Economic Scan.
9. NWT Bureau of Statistics. 2002 NWT Socio-Economic Scan.
10. Students may attend more than one postsecondary institution in an academic year.
11. All enrolment numbers are converted to "Full Time Equivalent" students (FTE) to allow for the evaluation of enrolments in a consistent manner. FTE calculations are based on a formula where one full-time student equals one FTE. A full-time student is one who takes at least six courses of a 10-course load in a program over one academic year. Part-time students are converted to FTE using a ratio of 10 courses to one FTE (10:1). For Apprentice programs the ratio is 4 courses to one FTE (4:1).
12. Bloom, M; Burrows, M; LaFleur, B. and Squires, R. The Economic Benefits of Improving Literacy in the Workplace. The Conference Board of Canada, 1997.
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23. Butlin, George and Oderkirk, Jillian. 1997. Education Quarterly Review. Volume 4, Number 1. "Educational attainment - a key to autonomy and authority in the workplace."